ED 120 600 PUPIL PERSONNEL SERVICES IN CALIFORNIA PUBLIC SCHOOLS: NEEDS, PROBLEMS, AND A PLAN FOR SOLUTIONS.

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ABSTRACT

The Guidance and Counseling Task Force of the California State Department of Education was charged with the task of studying the pupil personnel services available to students in California schools and of developing a plan for improving and extending those services where needed. This document is the result of more than a year of study and direct consultation with hundreds of professional and lay persons and includes their subsequent reactions to a first of a proposed plan completed in July 1973. It presents the results of the most comprehensive study of pupil personnel services ever conducted in California and the means of improving those services. Members of school district governing boards, superintendents of schools, principals, pupil personnel specialists, and concerned citizens will find in this publication significant proposals for improvement that should be useful. The four major subjects dealt with in this publication are the following: (1) results of a statewide assessment of the needs and problems of individuals and society in relation to pupil personnel services; (2) plan of the State Department of Education for improving pupil personnel services in California; (3) development of plans for improving pupil personnel services provided by offices of county superintendents of schools and school districts; and (4) promising practices and programs in California schools related to satisfying identified individual and societal needs through pupil personnel services. (Author)

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Pupil Personnel Services

IN CALIFORNIA PUBLIC SCHOOLS

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Needs, Problems, and a Plan for Solutions

Pupil Personnel Services

In California Public Schools

Needs, Problems, and a Plan for Solutions

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Prepared by the
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California State Department of Education

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Foreword

Improving the quality of education takes more than reform, more than innovation, more than affirmative action, more than new buildings and facilities, more than money. As vital as each of these may be to the improvement of education in California, little happens without people—understanding people dedicated to helping other people. And to effect change in education that is meaningful for those we serve, we must make and remake our commitments to quality. We must be willing to meet the challenges that stand between us and excellence.

Excellence starts with us and with the standards we set for the performance of our duties, with the plans we develop for bringing about change, and with the goals we establish for our educational programs.

Excellence depends upon our acceptance of responsibility for the results—for the outcomes of our efforts.

Excellence depends on our willingness to try, knowing that we may fail—perhaps several times—before we succeed.

Excellence in education depends on our deep commitment to put the needs of the child before the needs of the profession, the institution, and special interest groups.

If we are to have excellence, we should keep in mind five elements which lead to improvement in the quality of education:

1. A conscious decision must be made to make a needed change, to improve the quality of education—not change simply for change's sake but change to eliminate those defects which stand in the way of quality.
2. Responsibility for action must be identified. Some actions are clearly the responsibility of legislative and policy-making bodies; some, the responsibility of administrators and pupil personnel specialists; others, the responsibility of teachers; and still others, the joint responsibility of teachers, parents, and students.
3. Priorities for change must be established.
4. Procedural and attitudinal changes which make a difference in the educational process must be found and grouped within an appropriate framework which provides for the monitoring and evaluating of results.
5. Everyone who is involved in education must make a commitment to excellence: taxpayers who provide the resources, legislative bodies which allocate those resources, policy-making bodies, school administrators, pupil personnel specialists, teachers, parents, *and the students.*

Those members of the Guidance and Counseling Task Force who responded to my charge in 1972 to develop a plan for improving pupil personnel services in California's public

schools kept the five elements just cited in mind as they developed the plan you find outlined on the pages that follow. They emphasize that it is a plan for change. It is a plan developed in response to the desire and commitment of hundreds of those involved in pupil personnel services to meet the needs of children and of the communities in which those children live.

Most of all, however, this plan was developed in response to the opinions of 55,000 students from every educational level—early childhood education through adult education.

I recognize that the work it took to produce this document was long and hard and not without its setbacks. Yet, nothing of excellence is developed without the work and the commitments of people dedicated to helping people. To make this plan work will take even greater efforts by all of us.

Superintendent of Public Instruction

Preface

The Guidance and Counseling Task Force of the California State Department of Education was established on July 1, 1972. It was charged by Superintendent of Public Instruction Wilson Riles and the State Board of Education with the task of studying the pupil personnel services available to students in California schools and of developing a plan for improving and extending those services where needed.

This document is the result of more than a year of study and direct consultation with hundreds of professional and lay persons and includes their subsequent reactions to a first draft of a proposed plan completed in July, 1973. It presents the results of the most comprehensive study of pupil personnel services ever conducted in California and the means of improving those services. Members of school district governing boards, superintendents of schools, principals, pupil personnel specialists, and concerned citizens will find in this publication significant proposals for improvement that should be useful.

The four major subjects dealt with in this publication are the following:

1. The results of a statewide assessment of the needs and problems of individuals and society in relation to pupil personnel services
2. The plan of the State Department of Education for improving pupil personnel services in California
3. The development of plans for improving pupil personnel services provided by offices of county superintendents of schools and school districts
4. Promising practices and programs in California schools related to satisfying identified individual and societal needs through pupil personnel services

No publication of this kind can serve as a final word; it must be viewed as a beginning step. Future publications will deal with (1) pilot programs designed to meet the identified needs; and (2) joint efforts entered into by administrators, teachers, parents, students, pupil personnel specialists, pupil personnel educators, and others to meet such needs.

WILLIAM E. WEBSTER
Deputy Superintendent
for Programs

J. WILLIAM MAY
Assistant Superintendent
for General Education

ANNE UPTON
Program Administrator,
Pupil Personnel Services

Acknowledgments

The State Board of Education and Superintendent Wilson Riles made the development of this pupil personnel services plan possible by designating pupil personnel services as a priority program and freeing staff members to work on the assignment. Former Deputy Superintendent Tom Shellhammer, Deputy Superintendent for Programs William E. Webster, and Assistant Superintendent for General Education J. William May facilitated the work of the Guidance and Counseling Task Force.

The official Task Force Advisory Committee met with the staff regularly, contributing to the content of the plan and providing moral support throughout the plan's development. The advisory committee was composed of David Ackert (student), 1972-73; Peggy Broussard (minority student), 1973-74; Betty Link (parent), 1972–74; David McConnell (business and industry), 1972–74; Steven Morena (superintendent), 1972–74; Peter Stavrianoudakis (student); 1972-73; and Richard Wright (minority teacher), 1972–74.

The members of the Guidance and Counseling Task Force staff included Anne Upton, Task Force Manager; Joseph Cunha; Mildred McKee (February through August, 1973); and Gerald Miller. Other pupil personnel services staff members in the Department who contributed to the work as time permitted were Stanley Greene, Bruce Lowrey, Rose Talley-Holloway, Harlan Reyburn, and Jay Rollings. William McCreary, retired Chief of the Bureau of Pupil Personnel Services, assisted with the revision of the plan.

James Saum, Professor of Counselor Education, California State University, Sacramento, deserves special credit. Dr. Saum helped prepare the document and contributed suggestions on content and format. Special acknowledgment should also be given to Dale Burklund, H. B. Gelatt, Ronald Outland, Aileen Poole, Thomas Quinn, Thomas Smith, Edwin Whitfield, and Dale Woolley for assistance with final revisions of the plan.

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"Last week one of our students committed suicide. Nobody knew him."

–THOMAS W. SMITH

Director, Research and Pupil Personnel Services
Covina-Valley Unified School District

Chapter 1

Introduction to the Plan

This chapter is divided into two parts. The first part is concerned with various aspects of this plan for the improvement of pupil personnel services in California; the second part, with definitions and concepts basic to an understanding of pupil personnel services.

The charge for developing a plan was given to the Guidance and Counseling Task Force of the State Department of Education by Superintendent of Public Instruction Wilson Riles and by the State Board of Education.

Important Aspects of the Plan

The staff of the Guidance and Counseling Task Force operated on the following assumptions:

- It was necessary first to assess the condition of pupil personnel services in California schools to determine what shortcomings existed before desirable changes could be proposed. Also considered important was the need to identify and give visibility to programs already operating effectively.
- Involvement of all kinds of persons inside and outside the school setting was necessary for the development of a plan.

In accordance with these assumptions, a statewide assessment of student needs in the area of pupil personnel services was begun. The procedures used were the following:

1. Two structured instruments were developed, one for use with students and one with nonstudent adults; 55,000 students and 1,218 adults completed the instruments (see appendixes B and C).
2. Seventeen group meetings were held throughout the state. Information and suggestions gathered in small-group sessions supplemented the data secured from the instruments.

The Task Force staff met with officers of the California Personnel and Guidance Association, the California Association of School Psychologists and Psychometrists, the California Association of School Social Workers, the California Association of Supervisors of Child Welfare and Attendance, and the California School Counselors Association. The staff informed these officers of the charge made to the Task Force and asked for assistance in the development of the plan. The officers responded generously to the invitation.

Meetings were also held with college and university pupil personnel educators, directors of pupil personnel services, and representatives of various ethnic groups. Persons in other sections of the Department of Education and other interested persons were also asked to contribute ideas.

With the help of the professional organizations, an advisory committee to the Task Force was appointed. It was composed of two students (one in high school and one in college); one parent (a woman); one teacher (a minority person); one district superintendent; and one representative from business and industry. The advisory committee met monthly with Task Force staff to offer ideas, to react to procedures and materials discussed in the plan as it was being developed, and to

assist in identifying promising practices and programs.

First Draft of the Plan

Reactions to the first draft of the plan were sought as follows:

1. All county coordinators of pupil personnel services were invited to a two-day workshop in October, 1973, when the draft was presented and discussed. Twenty-eight persons attended and offered suggestions at the meeting or later by mail.
2. Eleven regional meetings were held in November and December of 1973 in which an overview of Task Force activities and a summary of the preliminary draft of the plan were presented to approximately 1,000 representatives of the educational, community, and professional organizations. Participants who had provided input during the prior year were encouraged to attend. Individual responses were secured in small-group sessions and subsequently by mail.
3. Copies of the preliminary draft of the plan were circulated to the administrative staff of the State Department of Education as well as to other selected individuals or groups within the Department for their reactions and suggestions.
4. Meetings with individual school district groups were held as requested and as staff time permitted.
5. A writing session was conducted with selected county coordinators to develop specific sections of the plan concerning the role of the office of the county superintendent of schools.
6. A brainstorming and writing session with selected consultants from training institutions, offices of county superintendents of schools, and school districts was held to review all suggested revisions and comments from the field. At this meeting a new format was developed, and needed revisions were identified.
7. Additional follow-up meetings were held with representatives from offices of county superintendents of schools.

Purpose of the Plan

The basic purpose of the plan is to encourage changes in pupil personnel services on the basis of identified needs of individuals and society. The plan is not designed like a traditional framework or set of guidelines. It is a *plan for change.* It is assumed that change is most likely to occur when the following exists:

- A demonstrated need for change. The needs assessment indicates this need.
- A desire and a commitment to change. The involvement and interest demonstrated by hundreds of persons in the development of the plan is an indication of both desire and commitment.
- Goals and objectives toward which the change is directed. An attempt has been made to state these goals and objectives in terms of measurable behavior.
- Strategies or programs to assist those who wish to move toward these goals and objectives. The suggested strategies related to goals and objectives, the material on promising practices and programs contained in Chapter 5 of this publication, and a forthcoming publication on needed pilot programs in pupil personnel services are pertinent here.
- A recommended procedure for periodic and systematic evaluation of the success of strategies in reaching goals and objectives. Evaluation is an important component of this plan.

Implementation of the Plan

The first step in the implementation of the plan is to focus the efforts of all interested pupil personnel specialists at the state, county, school district, and individual school levels on the individual and societal/community needs identified in the statewide needs assessment. The individual needs considered to be universal are the basic human needs common to students in all California schools. However, the identified societal/community needs are current, not timeless, and may be unique to certain regions. Not all counties or districts or schools have identical societal/community needs.

The second step is to assist those who seek a method for focusing on and solving their own community problems. Therefore, a major intent of the plan is to encourage pupil personnel specialists in the offices of county superintendents of schools and in school districts to join in a statewide effort to meet the identified individual needs and those identified societal/community needs which occur in their counties or school districts. At the same time the Department of Education staff expects these specialists to assess and work on their own

community needs. In Chapter 4 of this publication is presented a system for counties and school districts to use in identifying and focusing on their own needs.

Major Emphases of the Plan

The plan is designed to improve pupil personnel services at every educational level—from early childhood education through adult education. Although the strategies and techniques employed may differ at the elementary level from those at the high school and college levels, the process for change is basically the same. A systems approach is advocated and described in detail in Chapter 4 of this publication.

The assumption is made that one method of improving practices is to give visibility to those programs that are known to be effective. The inclusion of promising practices and programs in Chapter 5 of this publication is a beginning step in keeping the profession informed about successful programs.

Finally, the entire plan should be regarded as a first step rather than a "once-in-a-lifetime" effort. The statewide needs assessment, for example, should be repeated periodically; as needs change, goals and objectives should be changed. As more promising practices and programs are identified or developed, improved strategies will be evident; and better evaluation techniques will emerge with further experience and study.

Definitions and Basic Elements

Certain terms used in this publication may have meanings that are different from the ordinary meanings with which the reader is familiar. These terms are defined to help the reader better understand the statements presented. In addition, the elements of successful pupil personnel services programs are described.

Definitions of Terms

Guidance services. Services offered to student to assist them with personal, educational, or career goals. These services are provided by all the educational staff, including pupil personnel specialists.

Pupil personnel services. Specific guidance services offered by pupil personnel specialists.

Pupil personnel specialists. Persons credentialed to perform any of the pupil personnel services. These persons include the counselor (elementary and secondary); the school psychometrist or psychologist; the school social worker; and the child welfare and attendance supervisor.

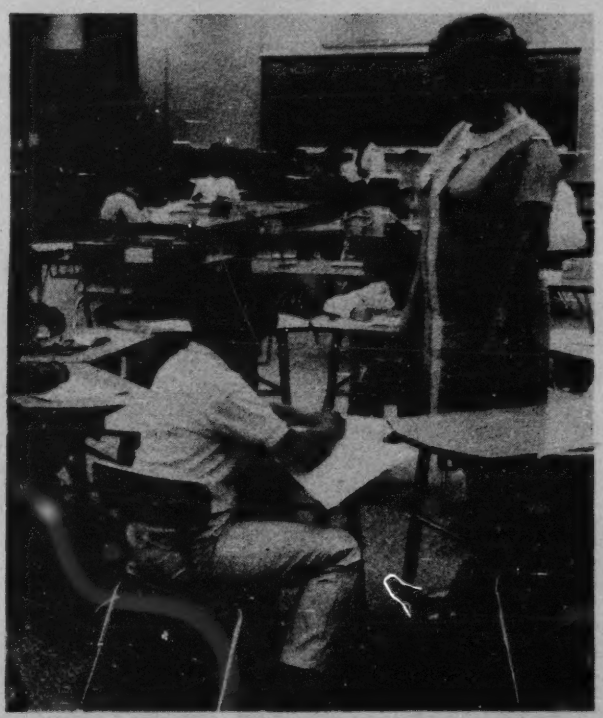
Identified individual needs. Basic human needs identified by California youth in the statewide needs assessment (see Chapter 2 of this publication).

Identified societal needs. Current state or community problems identified in the statewide needs assessment (see Chapter 2 of this publication).

Unique societal needs. Community or societal needs identified by an office of a county superintendent of schools or by a school district as unique to the area served by that agency.

Promising practices and programs. Existing practices and programs nominated as being effective in meeting the identified individual and societal needs (see Chapter 5 of this publication).

Pilot programs. Programs that will be initiated to provide models or examples of pupil personnel services (presently lacking) to meet adequately



Guidance services are the responsibility of the entire staff.

Guidance services are intended to assist students with personal, educational, or career goals.

the identified individual and societal needs. These programs will be the subject of another publication.

The role and function of each type of pupil personnel specialist is defined by the needs to be served, the strategies to be used, and the particular competencies of the specialist. It is the intent of this plan to concentrate on getting the job done by the specialist who has the necessary competencies and to avoid arguments about the meanings of terms and about proprietary rights.

Basic Elements of Successful Programs

Basic elements in effective pupil personnel programs that are subscribed to in this plan include the following:

1. Pupil personnel programs should be designed for all students and should provide for continuous developmental activities throughout the students' time in school. These programs should focus on the affective domain of education and be identified as the "pupil personnel curriculum."
2. The ideal thrust of pupil personnel programs should be preventive in nature even though crises must be carefully dealt with when they occur.
3. Developmental or preventive programs should focus on meeting identified individual needs. "Hit-or-miss" and "drop-in" methods are seldom effective.
4. Guidance services should be the responsibility of the entire school staff. Pupil personnel specialists have specific responsibilities for providing leadership, consultation, and special skills as needed.
5. Pupil personnel specialists should be first of all advocates for students. Therefore, the responsibility of specialists at times may be to assist the institution to change to meet student needs; at other times, to help the student adjust to the institution.
6. The pupil personnel specialist should utilize available community resources. Lay people, paraprofessionals, and other community professionals provide services that supplement those provided by the pupil personnel staff. Time should be provided for coordination of these sources of help.
7. Career development should be emphasized for all students, not just for "terminal"

students. A developmental approach should be undertaken that begins in kindergarten and continues throughout a student's time in school. Students should be encouraged to look at all alternatives open to them in harmony with their abilities, interests, and desired life-styles.

8. An effort should be made to help each individual develop an understanding of self and the ability to solve personal problems and relate to others. Attempts should be made to attack the cause of student alienation rather than to attempt to cope with symptoms such as drug abuse, campus conflicts, discrimination, and venereal disease.
9. Pupil personnel specialists should be involved in developing goals and objectives for the entire school as well as for pupil personnel services. They should be involved as well in efforts to make the curriculum and the school atmosphere more consonant with students' needs.
10. Pupil personnel specialists should be concerned with helping teachers to provide the best possible learning conditions in the classroom as well as inservice training on how children learn.
11. Pupil personnel specialists with skills in student assessment should, in addition to assessing learning problems of students and recommending placement in special classes, assist teachers in developing and implementing classroom strategies to prevent these problems and help solve them when they cannot be prevented.
12. The pupil personnel program should have specific goals and objectives to be attained by the persons having specific competencies. Evaluation, both short-range and long-range, should be an essential part of the program.

A successful pupil personnel services program will aid in the development of a school climate in which students will want to devote themselves to learning.

Chapter 2

Results of Statewide Needs Assessment

In this chapter are reported the major results of a statewide assessment of individual needs, societal/community problems of concern to those involved in pupil personnel services, and the adequacy of such services in coping with these needs and problems.

Two significant conclusions of the year-long study by the Task Force are evident. One is the consensus in all groups surveyed that pupil personnel services should be an important part of the educational program for all students at all grade levels. A second conclusion is that pupil personnel services are inadequate to meet the needs identified in this chapter. The necessity of developing such services is especially urgent in elementary schools.

The finding of widespread support for the idea that pupil personnel services are essential in all educational programs indicates a readiness among educators and lay citizens alike to participate in coordinated efforts to improve and extend these services, especially at the elementary school level. Later chapters of this publication deal with plans to achieve that goal. Unfortunately, some school districts and school administrators have given low priority to programs dealing with pupil personnel services.

The reasons cited here for inadequacies in current programs are typical of the responses received by the Task Force staff. For example, the adequacy of academic training for pupil personnel specialists was questioned, particularly as to keeping training programs current with the new competencies required of pupil personnel specialists. Other criticisms were the use of pupil personnel specialists in improper roles such as quasi-administrators and clerks and the use of school psychologists solely in testing for special programs. Refusal by the specialists themselves to change their traditional roles and display more concern for individual students was another reason given for program inadequacy.

The Task Force's findings make evident the need for change. The question of how to bring about desirable changes in a complex educational system staffed with different kinds of people is a subject dealt with in subsequent chapters in this publication. The direction of change to be undertaken is indicated by the individual and societal/community needs identified in this study.[1]

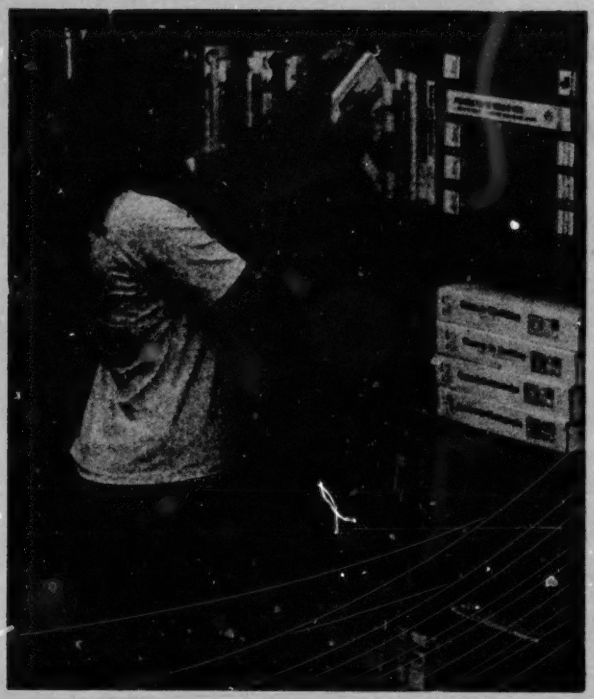
Assessment of Individual Needs

A statewide survey of a sampling of students, adults, and professionals conducted by the Task Force showed the guidance needs of students generally fell into three areas:[2]

- Need for help in relating to others
- Need for help in understanding self
- Need for help in planning for the future

[1]The differentiation of individual and societal/community needs is somewhat arbitrary but useful. Societal/community needs usually result when individual needs are not met. Individual needs are more lasting and are best met through preventive and developmental pupil personnel programs. Societal/community needs more often change with time and require ameliorative or corrective programs.

[2]Numbers of student responses by grade levels were as follows: 10,130 in grade six; 13,263 in grade eight; 13,810 in grade ten; 12,146 in grade twelve; 2,971 in grades thirteen and fourteen; and 2,965 in adult school.



Students need a variety of information on career choices.

Relating to Others

Students indicated that most important was their need for someone to care for them, to accept them as worthwhile individuals, to make them feel that they belong. They asked for help in establishing meaningful relationships with others.

Thirty percent of the grade six students said that it was important for them to work with and be helpful to other people, and 52 percent said that they could be helpful in assisting other students with special personal problems.

Thirty-six percent of the students in grade eight and 35 percent of the students in grades ten and twelve said that other students had helped them most with school problems. Thirty percent of the students in grade eight and 24 percent of the students in grades ten and twelve said that other students had helped them most with personal problems. In grades eight, ten, and twelve, high student interest was shown in occupations of direct service to other people.

Understanding Self

"Know thyself," said Socrates. The need to know oneself is timeless. Students asked for help in recognizing their aptitudes, interests, values, and attitudes. A part of this need was their desire to experience self-worth and esteem.

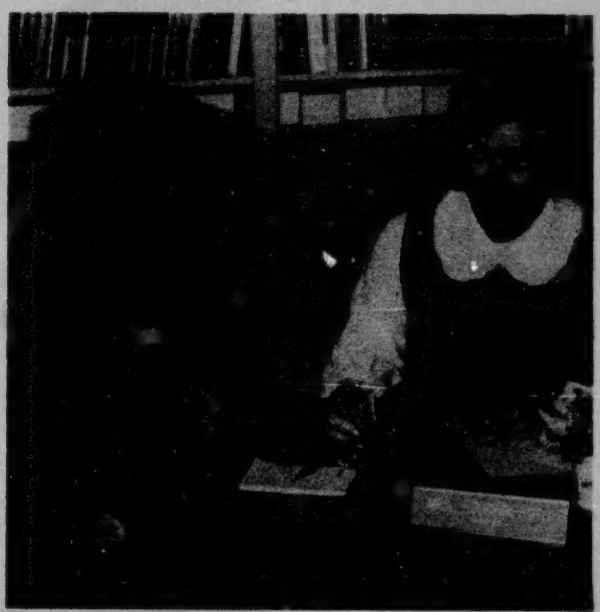
Asked in what area they felt they were doing their best work, grade six students most often replied that they were not sure. Twenty-one percent were not certain whether they had a physical handicap that might limit their educational and career plans. Twenty-seven percent of the grade six students were unable to select a statement which described them best, and 35 percent were unable to select an item which described them least.

As students grow older, they tend to know themselves better. For instance, only 14 percent of the students surveyed in grade eight were sure that their course of study was exactly what they wanted. This figure increased to 20 percent in grades ten and twelve. Students in grade eight were a "little uncertain" about their strongest aptitude. In grades ten and twelve the response changes to "very sure," and at the community college and adult levels to "certain."

Students pointed out that pupil personnel specialists must "know more about how students think and behave before they can help them more."

Planning for the Future

From the responses of approximately 55,000 students from grade six through the community



Pupil personnel specialists should be advocates for students.

college and adult school levels, it is clear that greatly increased assistance in career planning was one of the most pressing needs felt by students. Despite a growing number of good career programs, the need for many more is obvious.

Thirty-one percent of the grade six students surveyed indicated the best way to find out about their future career was to ask their parents. Fourteen percent said they were not sure what was the best source of information. Among eighth graders surveyed, 23 percent said they had no definite plans for the future. That number dropped to 10 percent at grades ten and twelve but increased again to 23 percent at the community college and adult level.

Half the students surveyed in grades eight, ten, and twelve thought that they could use additional help with educational planning. Approximately 11 percent felt they needed considerable help. Among grade eight students, help with high school course selection was ranked as their greatest need. Forty percent of the grade ten and grade twelve students stated that they needed the most help with job choice after high school or college. Only 18 percent indicated that no help was needed.

More than 50 percent of the students did not have a definite career goal or reported that they believed they were making no progress toward a career goal. Only 17 percent of the grade eight students indicated that no help was needed with career planning. That figure rose to 19 percent among the students surveyed in grades ten and twelve, in community colleges, and in adult schools.

Assessment of Societal/Community Problems

Conferences and questionnaire replies from professionals, parents, and community representatives identified four problem areas where respondents believed pupil personnel services should be part of a community effort to reduce:

- Drug and alcohol abuse among students
- Campus violence
- Incidence of venereal disease among students
- Racial and sexual discrimination

The individual needs identified by the Task Force are the basic human needs common to all California schoolchildren.

Drug and Alcohol Abuse

Drug and alcohol abuse is occurring earlier among pupils in the elementary grades; and the pattern of drug and alcohol abuse is becoming more pronounced among students as they progress through junior high school and the first year of senior high school.

The Department of Education has been working to help solve the problem of drug and alcohol abuse, which has become more serious not only as to the frequency of drug use and types of drugs used but also as to an increase in the use of marijuana and alcohol. Programs set up to deal with this problem are also changing. Many programs used in the past have been ineffective, and new programs are being tried. However, the problem of drug and alcohol abuse by the young remains critical.

Campus Violence

One of the most serious problems facing American society is that of violence in the schools. Many staff members in California schools are forced to spend much of their time coping with incidents of violence in schools. Violence even occurs in elementary schools, where fights between individual pupils sometimes mushroom into gang encounters. Such incidents are disruptive to the educational process and harmful to student and faculty morale.

Accurate data on campus conflict are difficult to obtain because school personnel are justifiably reluctant to publicize incidents of violence. Incidents may not even be reported to school officials. But conferences with school personnel reveal their concern for their own safety and that of students.

The problem in California has been severe enough for Superintendent of Public Instruction Wilson Riles to appoint a Task Force on the Resolution of Conflict. Some of the conclusions of the task force are as follows:

- Although most acute in the inner city, campus disorder and violence exist throughout the state.
- School conflict is not associated with any single racial or ethnic group of students.
- Vandalism is the most widespread type of campus conflict in terms of frequency and expense.[3]

Four categories of school conflict reported were (1) situational conflict (disruption and violence associated with student regulations, dress codes, and so forth); (2) intergroup conflict (discord related to racial discrimination and so forth); (3) student activism (organized demonstrations and protests); and (4) crime (assaults, theft, possession or sale of drugs, vandalism, and similar offenses).

Data gathered by the Task Force on the Resolution of Conflict included the finding that between September and December, 1972, juveniles assaulted 122 teachers and 512 pupils in schools in Los Angeles County. The most expensive form of violence is vandalism, which costs taxpayers more than $4,000 per school per year.

Factors that were identified as contributing to campus violence were poverty, racism, unemployment, poor housing, inadequate health care, and psychological factors. The report further states that the counseling program on most campuses is generally inadequate and that the counseling function is in danger of complete collapse. The reasons for this failure, according to the report, appear to be such things as extremely high caseloads, massive amounts of paperwork, underrepresentation of minority counselors, lack of time for crisis counseling, and little time for counselors to discuss personal problems with students.[4]

Pupil personnel services must help deal with campus violence. How some schools are dealing with violence is described in Chapter 5 of this publication.

Incidence of Venereal Disease

A serious epidemic of gonorrhea and syphilis exists in California. Of special concern is the spread of these dangerous diseases among students. The problem must be dealt with in the curriculum and in pupil personnel services.

The staff of the California State Department of Education Venereal Disease Education Project has reported that venereal disease has been increasing in California, the nation, and the world and is not confined to any race, sex, socioeconomic group, or geographical area. The increase is particularly alarming among teen-agers and young adults. Approximately half of all cases of gonorrhea and syphilis are reported for persons under twenty-five years of age. In Los Angeles County between 1959 and 1971, the incidence of reported syphilis in persons fifteen through nineteen years of age increased six times; of gonorrhea, four times. In California, venereal disease affects more persons than all other communicable diseases combined.

[3] *A Report on Conflict and Violence in California's High Schools.* Sacramento: California State Department of Education, 1973, p.3.

[4] *Ibid.* p.10.

Some California schools are beginning to deal with this problem; their programs are described in Chapter 5 of this publication.

Need to Reduce Discrimination

Discrimination issues from a belief that a certain race, culture, or sex is innately superior to others. It is caused by cultural and community influences and results in varying degrees of negative or undemocratic behavior toward minorities, ethnic groups, women, or others, with undesirable consequences to the total society.

Evidence that discrimination is a continuing problem in our educational system, despite efforts to reduce the problem, was cited by a large number of participants in regional meetings held throughout the state by the Guidance and Counseling Task Force. A selected group of representatives from minority groups met with the staff to provide information for the needs assessment, and a subgroup provided additional materials and suggestions. Data related to needs of women were gleaned from a federal publication.[5]

Indications that discrimination exists within our educational systems and has an adverse effect on the learning potential of certain minorities and female students are numerous. The more obvious indications are (1) racial demonstrations in which students demand implementation of programs in ethnic studies or women's studies or the employment of ethnic and female instructors; (2) racially motivated fights in hallways and playgrounds; (3) rapid deterioration in performance of certain minorities after the first year in school; (4) wide differences in national test scores between some minorities and middle-class whites; (5) lack of pride and self-esteem shown by a disproportionate number of minority students; (6) lack of participation by some minorities in student government, student clubs, and so forth; and (7) lack of involvement by minority group parents in school activities.

A new study by the Institute for Juvenile Research showing that delinquency among teenaged girls in recent years has increased dramatically is an indication that the needs of this group are not being met.[6]

The role of the pupil personnel specialist is an important one in this effort to reduce discrimination. What is being done in some schools is described in Chapter 5 of this publication.

[5] *The Myth and the Reality*. Washington, D.C.: U.S. Department of Labor, 1974.

[6] *The Sacramento Bee*, September 22, 1974.

The role of the pupil personnel specialist is important to the success of school district efforts to reduce racial discrimination.

Chapter 3

Department of Education Leadership

The pupil personnel services staff of the State Department of Education is responsible for leadership activities in the field of pupil personnel services. Accordingly, the State Board of Education and the Superintendent of Public Instruction have assigned to the Department responsibility for (1) developing a plan for improving pupil personnel services in California schools; and (2) working to implement that plan.

This chapter is primarily concerned with the role of the Department's pupil personnel services staff in carrying out the plan. The importance of coordinating state efforts with county and school district efforts in this endeavor is fully recognized, and a separate chapter is therefore devoted to the development of county and school district plans. In this chapter are shown the goals, objectives, implementation strategies and activities, and expected outcomes involved in the plan during the 1973-74 and 1974-75 fiscal years. An evaluation of accomplishments during 1973-74 is also provided.

The presentation of this information has a dual purpose: to explain how the Department intends to carry out its role; and to provide a model for local school systems to follow as they develop plans for improving pupil personnel services in their own jurisdictions.

The general functions of the Department of Education staff in improving pupil personnel services in California include the following:

1. Conducting or assisting in conducting statewide needs assessments for use (a) by the Department of Education and the State Board of Education in establishing priorities; and (b) by school districts and offices of county superintendents of schools in determining trends in pupil personnel practices
2. Assisting school districts and offices of county superintendents of schools in determining ways to conduct their own needs assessments
3. Providing techniques and information to school districts and offices of county superintendents of schools on program development designed to meet their identified needs
4. Developing statewide inservice training, including assessing the need for it, assisting with planning, and identifying effective inservice training approaches (This activity should be coordinated with local and regional inservice training efforts as well as with those of training institutions.)
5. Identifying and disseminating effective pupil personnel techniques and practices (Practices that have been evaluated and judged to be effective should be publicized, but an additional step is essential: interested personnel should be given assistance in adopting or adapting new practices when appropriate to their programs.)
6. Providing leadership in evaluating pupil personnel programs through the development of systems and techniques of evaluation for use by county and school district personnel or by consultants employed by them (Actual evaluations might be undertaken in special or pilot

programs attempting to demonstrate innovative approaches to working with students.)

7. Assisting with the development and support of needed legislation
8. Working with professional organizations, training institutions, and members of the pupil personnel profession to establish and maintain qualification standards for pupil personnel specialists (This effort would include consideration of credential requirements, preservice and inservice training programs, and adherence to the profession's code of ethics.

In addition to carrying out these tasks, the Department of Education staff developed as its workplan for 1973-74 and 1974-75 the sets of specific goals, objectives, implementation strategies and activities, and expected outcomes contained in the following pages. (A similar workplan, not shown here, was made and carried out during fiscal year 1972-73.)

The need to know oneself is timeless. Students who were interviewed by the Task Force wanted help in recognizing their aptitudes, interests, values, and attitudes.

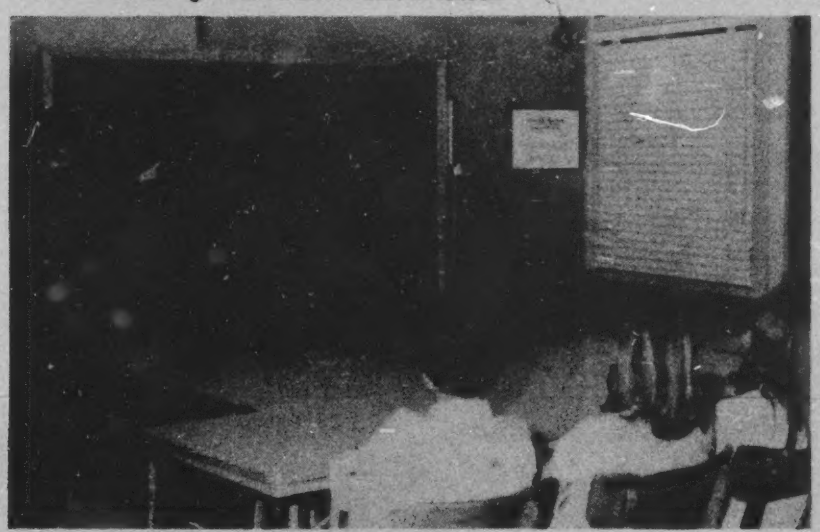
State Department of Education Pupil Personnel Services Plan for Fiscal Year 1973-74

Goal 1.0: Assist personnel in school districts and offices of county superintendents of schools in meeting individual needs identified in the statewide needs assessment.

Objectives	Implementation strategies
Assist county office and school district personnel to become aware of the identified individual needs of relating to others, understanding self, and planning for the future.	Communicate identified needs to personnel in the field by means of a document and regional workshops.
Assist county office and school district personnel to assess how well identified needs are being met and develop strategies for improvement as needed.	Develop a process model to be used by personnel in county offices and school districts in planning to meet the identified needs.
Assist county office and school district personnel to become aware of identified promising practices and programs that address the identified individual needs of students.	Distribute the model to personnel in the field.
	Develop criteria for evaluating promising practices and programs.
	Request nomination of promising practices and programs from county offices, school districts, Department of Education units, and professional organizations.
	Evaluate nominated promising practices and programs.
	Present promising practices and programs to personnel in the field by means of a document and regional meetings.
	Develop an assessment questionnaire and send it to county offices and school districts.

Expected outcomes	Evaluation
A process model will have been completed.	(The process model was completed.)
Promising practices and programs will have been identified.	(Promising practices and programs were fully identified and evaluated in accordance with established criteria by on-site visits—a continuing objective.)
A document containing information on promising practices and programs and on the process model will have been completed.	(The plan, including needs assessment data and promising practices, was not mailed to personnel in the field.)
The document will have been mailed to personnel in county offices and school districts.	
Questionnaires will have been developed, mailed, collected, and analyzed to determine to what extent personnel in county offices and school districts are aware of the identified promising practices and programs and the process model.	(Questionnaires related to awareness and needs assessment were not developed.)

The pupil personnel services program should be developmental; it should provide for activities throughout a student's time in school.



State Department of Education Pupil Personnel Services Plan for Fiscal Year 1973-74 (Continued)

Goal 2.0: Assist personnel in school districts and offices of county superintendents of schools to meet societal needs as identified in the statewide or local needs assessment.

Objectives	Implementation strategies
Assist county office and school district personnel to become aware of the state-identified societal/community needs.	Describe the identified societal/community needs for personnel in the field by means of a document and regional workshops.
Assist county office and school district personnel to become aware of identified promising practices and programs related to these societal/community needs.	Identify promising practices and programs by established criteria and communicate them to the personnel in the field.
Assist county office and school district pupil personnel services specialists to become aware of models for determining their own unique societal/community needs, for planning to meet the unique needs and program, and for planning strategies that might be adopted or adapted for meeting those needs.	Develop a needs assessment model for use by county offices and school districts.
	Disseminate information about the needs assessment model to all county offices and school districts.
	Develop and/or outline the process for program development and change.
	Disseminate information about the process to personnel in the field by means of a document and regional workshops.
	Develop and/or identify suggested program and evaluation strategies that might be incorporated into a plan.
	Disseminate these program and evaluation strategies to the field by means of a document and regional workshops.

Goal 3.0: Improve career guidance programs in California schools.

Objectives	Implementation strategies
Evaluate the effectiveness of the career development model (see *Career Development: A California Model for Career Guidance Curriculum, K-Adult.* Fullerton, Calif.: California Personnel and Guidance Association, 1972).	Identify school districts using the career development model.
	Meet with representatives of districts for evaluative purposes.
Assist with the development of a computer-based career guidance model program.	Work with the Sacramento City Unified School District and Jet Propulsion Laboratories to design a computer-based model program in one high school.
Coordinate the career guidance component of the Career Education Task Force models and the Vocational Education career guidance programs with the efforts of the pupil personnel core programs.	Monitor and evaluate the career guidance component of the Career Education Task Force model programs.
	Provide inservice training in career guidance for the Vocational Education staff.
Establish one model career guidance resource center.	Provide liaison with the Vocational Education staff and assist with the evaluation of the vocational education career guidance programs.
	Implement legislation providing resources for one pilot center.

Expected outcomes	Evaluation
Identified societal/community needs will have been disseminated to the field by means of a document and nine regional workshops.	(The document was completed but was not disseminated to the field.) (All workshops were conducted.)
A needs assessment model will have been developed and disseminated to the field.	(The needs assessment model was fully completed but not disseminated.)
The process for program development and change will have been developed and disseminated.	(Strategies were completely identified.) (Descriptions of the strategies were not disseminated.)
Questionnaires will have been developed, mailed, collected, and analyzed to determine to what extent personnel in county offices and school districts are aware of the disseminated materials.	(Questionnaires were developed.)

Expected outcomes	Evaluation
The career development model will have been evaluated by school districts, and needed revisions will have been determined.	(An evaluation of the career development model was not conducted.)
The computer-based career guidance model program will have been made operational.	(The computer-based career guidance model program was discontinued.)
All career education sites will have been visited and evaluated.	(All career education model programs were visited, and 90 percent of the programs were evaluated.)
An inservice plan involving the Department's Vocational Education and Career Education staffs will have been developed.	(The first draft of the inservice training plan for the Vocational Education staff was completed and tested.)
A procedure for continuing liaison with the Vocational Education staff will have been established.	(A staff member attended appropriate Vocational Education staff meetings.)
All vocational education career guidance programs will have been evaluated as requested by the Vocational Education staff.	(The staff assisted with program evaluation as requested.)
The pilot center will have been made operational.	(The pilot center was made fully operational.)

State Department of Education Pupil Personnel Services Plan for Fiscal Year 1973-74 (Continued)

Goal 4.0: Improve pupil personnel services programs in California schools through development of innovative practices.

Objectives	Implementation strategies
Carry out the provisions of the ESEA, Title III, state plan as it relates to guidance, counseling, and testing.	Assist school districts to develop projects to be submitted under ESEA, Title III, and assist in selecting the most promising. Monitor and evaluate the selected projects. Disseminate the results of the projects to the field.

Expected outcomes	Evaluation
All projects will have been reviewed in accordance with the ESEA, Title III, state plan requirements, and fundable projects will have been selected. All sites on which projects are conducted will have been visited at least once and will have been evaluated. Incentive grant projects will have been selected.	(The review procedure was fully completed.) (On-site visits were fully completed.) (Applications were received and evaluated, and selections for incentive grant programs were made.)

Pupil personnel specialists should promote the development of goals and objectives for the entire school as well as for the pupil personnel program.

State Department of Education Pupil Personnel Services Plan for Fiscal Year 1974-75

Goal 1.0: Improve pupil personnel services programs in California schools by assisting personnel in offices of county superintendents of schools and in school districts to develop plans to meet identified individual and societal needs.

Objectives	Implementation strategies
Assist county office and school district personnel to develop a needs assessment model for pupil personnel services.	Develop an inservice training process to assist county office and school district personnel to develop a needs assessment model. Hold workshops in which county office and school district personnel can learn the correct procedures for conducting a needs assessment.
Assist county office and school district personnel to assess the degree to which identified individual and societal needs are being met.	Develop an inservice training process to assist county office and school district personnel to assess and meet identified individual and societal needs.
Assist a minimum of 300 schools to improve their pupil personnel services programs to meet individual and societal needs.	Continue to identify and disseminate promising practices and programs developed to assess and meet individual and societal needs.

Implementation activities	Expected outcomes
Review existing needs assessment models. Develop a procedure for staff to utilize in conducting a needs assessment (comprehensive planning) workshop. Select workshop participants. Conduct a minimum of six regional workshops with personnel on how to conduct a needs assessment.	A descriptive list of existing needs assessment models will have been developed. A minimum of six regional workshops on needs assessment will have been held. Plans for a needs assessment will have been developed by at least 25 percent of participating county offices and school districts.
Develop an inservice training process, in collaboration with Department of Education regional service team (RST) members, to assist personnel to conduct a needs assessment.	A survey will have been completed at the end of the year to determine the percent of counties and school districts that developed plans for a needs assessment. A plan will have been completed for an inservice training process designed to assist counties and school districts to meet both individual and community/societal needs.
Develop an inservice training process to assist county and school district personnel to develop a plan to meet the identified individual and societal needs. Identify and disseminate promising practices and programs developed to assess and meet individual and societal needs.	The number of unmet needs of students will have been reduced by 50 percent of the school districts assisted as shown in surveys conducted at the beginning and at the end of the year. The list of identified promising practices and programs will have been revised and disseminated to county office and school district personnel.

State Department of Education Pupil Personnel Plan for Fiscal Year 1974-1975 (Continued)

Goal 2.0: Improve pupil personnel services programs in California schools by improving competencies of pupil personnel services specialists.

Objectives	Implementation strategies
Clarify and relate the identified inservice needs (1973 state survey) to the competencies required for the new pupil personnel services credential.	Establish a committee composed of selected pupil personnel services specialists, including representatives from appropriate state professional associations as well as university educators, to do the following: 1. Assist Department staff to clarify the identified state inservice needs (see 1973 state survey). 2. Work with representatives of the Commission for Teacher Preparation and Licensing to relate the identified inservice needs to the competencies outlined by new credential requirements. Seek involvement of Department of Education pupil personnel services staff and representatives of appropriate state professional associations with the Commission for Teacher Preparation and Licensing in the accreditation of pupil personnel training programs.
Improve the competencies of those preparing to become pupil personnel services specialists by improving preservice training programs.	Establish a subcommittee composed of Department staff, pupil personnel services educators, and directors of guidance (county office and school district) to identify exemplary preservice training programs.

Implementation activities	Expected outcomes
Determine committee selection criteria. Implement selection criteria by scheduling and conducting the initial meeting. Present state survey data to the committee on pupil personnel services and relate the data to 1974-75 state goals and objectives and the student needs assessment. Present new credential requirements (required competencies) to the committee for articulation with the identified inservice training needs (to be done by the Department's liaison to the Commission for Teacher Preparation and Licensing). Seek the invitation of a Department representative on the accreditation teams for pupil personnel services training programs (to be done by the Department's liaison to the Commission for Teacher Preparation and Licensing).	A committee of selected pupil personnel services specialists, including representatives from state professional associations as well as university educators, will have been established to help clarify inservice needs and relate the needs to competencies required for the new pupil personnel services credential. A study will have been completed to determine the relationship of inservice training needs, statewide goals and objectives, and the student needs assessment.
Determine the composition of the subcommittee established to identify exemplary preservice training programs. Develop or adapt a process for the identification of exemplary preservice training programs. Select and rank all nominated programs according to their effectiveness. Disseminate information on identified exemplary preservice training programs to county offices and school districts by region as their plans to meet identified student needs are developed.	A subcommittee will have been established to identify exemplary preservice training programs. Exemplary preservice training programs will have been identified and disseminated to county office and school district personnel.

State Department of Education Pupil Personnel Services Plan for Fiscal Year 1974-75 (Continued)

Goal 2.0: Improve pupil personnel services programs in California schools by improving competencies of pupil personnel services specialists (continued).

Objectives	Evaluation plan
Improve the competencies of currently employed pupil personnel specialists by improving inservice training programs.	Develop an inservice training model or process to be utilized in the improvement of the competencies of currently employed pupil personnel specialists. Establish inservice training teams composed of Department staff and representatives from professional organizations to conduct on a regional basis inservice training programs related to required competencies. Make sure that inservice training programs intended for a particular region reflect the needs identi-identified for that region. Identify and utilize promising practices and programs related to various inservice strategies or training models (for example, human resources development, management by objectives, and so forth).

Implementation activities	Expected outcomes
Participate in inservice training programs related to the state needs assessment. Review existing inservice training programs or models. Assess inservice training needs for pupil personnel services specialists by region, using methods appropriate to each region. Initiate, subsequent to the assessment of regional inservice training needs, activities to meet these needs. (The activities will be focused on the most compelling needs. Implementation of activities will, if possible, take place as a cooperative effort of Department of Education staff, directors of guidance, and pupil personnel services educators.)	Exemplary inservice training programs that train for required competencies will have been identified and disseminated to county office and school district personnel. Inservice training teams composed of Department staff, representatives from professional organizations, and personnel in school districts and county offices will have been established. At least two inservice training sessions will have been participated in by the staff, and growth will have been demonstrated by means of tests administered before and after the sessions.

Pupil personnel specialists include the counselor (elementary and secondary), the school psychometrist or psychologist, the school social worker, and the child welfare and attendance supervisor.

State Department of Education Pupil Personnel Services Plan for Fiscal Year 1974-75 (Continued)

Goal 3.0: Improve pupil personnel services in California schools by coordinating efforts within the Department related to pupil personnel components.

Objectives	Implementation strategies
Establish liaison with appropriate Department of Education units to inform them of identified individual and societal needs and to seek their assistance in meeting those needs.	Establish a Department pupil personnel services liaison committee to articulate between units and plan for inservice training (to include the Adult Education Unit, the Career Education Task Force, the Vocational Education Support Unit, the Special Education Support Unit, the Health Core, the Bilingual-Bicultural Task Force, the Bureau of Intergroup Relations, and others).
Increase the capabilities of other Department of Education staff in units with pupil personnel services components so that the Department can assist county office and school district personnel in planning pupil personnel services programs.	Implement the plan for vocational education career guidance inservice training and continue to work with the Career Education Task Force.

Implementation activities	Expected outcomes
Establish the pupil personnel services liaison committee by October, 21, 1974. Hold at least two meetings by February 1, 1975, to coordinate with Department units having pupil personnel components. Hold meetings of the pupil personnel services liaison committee at least four times during 1974-75 and thereafter as requested or needed.	Coordination with at least four Department of Education units having pupil personnel services components will have been accomplished in at least two activities.
Implement the plan for vocational education career guidance inservice training. Continue to work with the Career Education Task Force. Work with special education staff to clarify the role of the pupil personnel services specialist in the Special Education Master Plan (to be done by the pupil personnel services liaison person). Establish liaison with the Early Childhood Education Management Team and other Department units which would interface with the Pupil Personnel Services Core.	At least two inservice training programs will have been held involving staff from at least two Department units. The role of the Department's pupil personnel services specialist in relation to staffs in other Department units will have been clarified/defined.

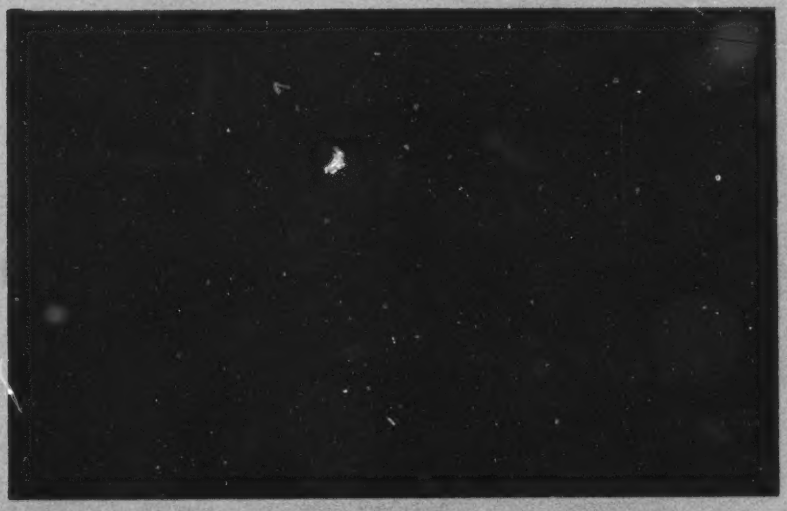
Development of preventive programs should be focused on meeting identified individual needs.

State Department of Education Pupil Personnel Services Plan for Fiscal Year 1974-75 (Continued)

Goal 4.0: Improve pupil personnel services in California schools through legislation.

Objectives	Implementation strategies
Identify and seek needed legislation for implementing the Department's pupil personnel services plan.	Work with the State Committee on Pupil Personnel Services (SCPPS) to identify and develop needed legislation (to be done by Department of Education pupil personnel services staff).

Pupil personnel specialists should be concerned with helping teachers provide the best possible classroom conditions.



Implementation activities	Expected outcomes
Express to the SCPPS the concerns of the Department of Education staff regarding needed legislation. Use legislative contacts which members of SCPPS have in learning how to initiate desired legislation. Draft or take responsibility for drafting legislation found appropriate (to be done by a designated consultant or consultants as necessary). Present proposed legislation to the SCPPS for reaction. Request support for desired legislation from relevant professional associations directly and indirectly through the *California Pupil Services Newsletter.* Seek support for desired legislation from the Department through the Department's Office of Governmental Affairs (to be done by a member of the Department's pupil personnel services staff). Make a request through appropriate channels, if general support for the desired legislation is found among professional associations and/or the Department, to introduce and support such legislation in both houses of the Legislature. Be in continual contact with the Commission for the Reform of Intermediate and Secondary Education (RISE) to ensure understanding of concerns that, in the opinion of SCPPS, need legislative action.	Proposed legislation needed to improve pupil personnel services in California will have been identified and drafted. Sources of support for needed legislation will have been identified. All relevant legislation introduced by persons and groups outside the Department will have been reviewed, and recommendations on the legislation will have been made to the Department's Office of Governmental Affairs.

State Department of Education Pupil Personnel Services Plan for Fiscal Year 1974-75 (Continued)

Goal 4.0: Improve pupil personnel services in California schools through legislation (continued).

Objectives	Implementation strategies
Identify and seek needed legislation related to the Master Plan for Special Education as it relates to pupil personnel services.	
Seek legislation to continue and expand the career guidance resource center concept.	Monitor and evaluate the pilot career guidance resource center now in operation and make recommendations for further legislation.
Review and analyze legislation related to pupil personnel services that has been generated by outside groups.	Assist in determining the Department's position on legislation and suggest changes as needed.

Implementation activities	Expected outcomes
Be in regular contact with the special education staff in the Department to cooperate in developing appropriate legislation which relates to the Master Plan for Special Education. Begin implementation activities under the preceding objective to support the Master Plan for Special Education.	
Provide assistance and follow-through with the model career guidance center to ensure that proper research is conducted and relevant data are collected as originally specified by the Legislature. Implement activities designed to support the Master Plan for Special Education.	The extension of legislation establishing a pilot career guidance center will have been secured.
Participate in the activities of the Public Affairs Commission (PAC), sponsored by the California Personnel and Guidance Association. Respond to Department requests for a review of legislation affecting pupil personnel services. Convey to county office and school district personnel information on actions of the Legislature affecting pupil personnel services.	All reports required by the Legislature will have been completed. The coordination of similar legislative programs sponsored by the Department's pupil personnel services staff, other Department of Education units, and professional organizations will have been accomplished.

Chapter 4

Development of County and School District Plans

Pupil personnel services needed at the county, school district, and school levels have much in common but differ to some extent. To the extent that the needs are common, the studies and stragegies previously discussed in this publication to meet these needs may apply to county and school district personnel. To the extent that the needs are not common, county and school district pupil personnel specialists are encouraged to make an assessment of their own needs and to develop plans for meeting those needs. The purpose of this chapter is to suggest an effective way to accomplish this end. Descriptions of how a hypothetical county and a hypothetical school district might go through the process of developing plans for improving their pupil personnel services are also included.

The experiences of pupil personnel specialists in the State Department of Education in developing a plan for the improvement of pupil personnel services in California may be helpful to personnel in counties and school districts in developing their own plans. Some counties and school districts have already completed part or all of this process. A major goal is that each office of a county superintendent of schools and each school district will develop its own plan for the improvement of pupil personnel services. The Department staff is ready to help in these endeavors.

Process Recommended for Use

The planning process followed by the Department of Education staff and recommended for local use contains four steps:

- *Step One:* Assess the needs of students, the school, and the community.
- *Step Two:* State goals and objectives for meeting these needs.
- *Step Three:* Develop strategies for reaching the goals and objectives.
- *Step Four:* Plan an evaluation to determine whether or not these strategies attained the goals and objectives sought.

The planning process must be repeated from time to time as new needs are discovered, new goals and objectives are stated, and new strategies are developed and evaluated. Such a process model provides a vehicle for bringing about desired improvements in pupil personnel services.

Assessment of Needs

An assessment of needs can be accomplished in several ways:

Consumer surveys. Assessment by means of inventories, questionnaires, or interviews of the needs of the consumers of pupil personnel services—students, teachers, administrators, parents, employers, persons in higher education, and community leaders—is the most common method used.

A number of such instruments are available for examination. *Career Development* lists six instruments useful in determining specific needs for a career development program.[1] And in Chapter 5 of

[1] *Career Development: A California Model for Career Guidance Curriculum, K-Adult.* California Personnel and Guidance Association Monograph Number 5. Fullerton: California Personnel and Guidance Association, 1972, p. 92.

this publication will be found references to other instruments that have been developed by offices of county superintendents of schools and school districts. These agencies may wish to develop their own instruments, if necessary, by using those instruments mentioned as examples.

Pupil personnel service committees. Use of a committee composed of representatives of the "consumers" of pupil personnel services is another effective technique for identifying needs. Such a committee, meeting periodically, has helped many county offices, school districts, and schools to establish needs, set priorities among them, and establish goals and objectives. Keeping current the needs assessment, indicating to the consumers what services might be available to meet societal needs, and making recommendations and suggestions for program improvement are other functions of such a committee. The operation of a pupil personnel services committee is described in *A Master Plan for Pupil Services.*[2]

County and school district data. Statistics on changes in grade point averages, dropout patterns, truancy, drug abuse, campus violence, venereal disease, maladaptive behavior, and other conditions compared to prior data also provide evidence of a problem. An increase in the use of alcohol, for example, may indicate a need that demands attention. Many schools, school districts, and offices of county superintendents of schools have set up procedures for identifying normative behavior data and divergences.

Current events. Local news media are another source of information on needs. Items about individuals or groups who are in distress or "in the news" may indicate a need for pupil personnel services.

Use of priorities. Because of limitations of staff and resources, priorities may need to be set for working on the identified needs. The order may be determined according to the number of persons expressing a particular need, the quality or vital nature of the need as judged by those concerned, or the feasibility of developing effective solutions in the face of the constraints existing in offices of county superintendents of schools, school districts, or schools. The pupil personnel services committee and the staff should work together in setting priorities. Examples of how the assessment of needs has been carried out in some school districts are covered in Chapter 5 of this publication.

Statement of Goals and Objectives

The next step in the planning process is the formulation of goals and objectives in terms of measurable student outcomes if possible. Students as well as teachers, administrators, parents, and pupil personnel specialists, including the pupil personnel services committee where it exists, should cooperate in this important task.

A most useful guide in writing goals and objectives can be found in *Accountability in Pupil Personnel Services: A Process Guide for the Development of Objectives.*[3] The monograph overviews the purpose of objective-based pupil personnel programs, differentiates between goals and objectives, and explains how to develop and write goals and objectives.

Other references to writing goals and objectives can be found in *Stating the Goals of Counseling*[4] and *A Master Plan for Pupil Services.*[5] The latter publication illustrates goals and objectives for early childhood, elementary, high school, community college, and adult and continuing education levels. Other statements on the subject will be found in Chapter 5 of this publication.

Writing goals and objectives that are attainable and measurable is a specialized task. The Department of Education and many offices of county superintendents of schools are available to render assistance to those who request it.

Development of Strategies

Developing strategies (means) to meet goals and objectives is a special task of the pupil personnel services staff. Once it has staged its goals and objectives accurately, the staff concentrates its efforts on devising the most creative ways in which those goals and objectives can be attained. Thus, the strategies define the role and function of pupil

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[2] *A Master Plan for Pupil Services.* California Personnel and Guidance Association Monograph Number 4. Fullerton: California Personnel and Guidance Association, 1972, pp. 86-87.

[3] *Accountability in Pupil Personnel Services: A Process Guide for the Development of Objectives.* California Personnel and Guidance Association Monograph Number 3. Fullerton: California Personnel and Guidance Association, 1971.

[4] John D. Krumboltz, *Stating the Goals of Counseling.* California Counseling and Guidance Association Monograph Number 1, 1966. (Available from California Personnel and Guidance Association, Fullerton.)

[5] Robert W. O'Hare and Barbara Lasser, *Evaluating Pupil Personnel Programs.* California Personnel and Guidance Association Monograph Number 2. Fullerton: California Personnel and Guidance Association, 1971.

personnel specialists. When so defined, the role and functions of these specialists become clear and usually acceptable to the consumers and boards of education as well as to the specialists themselves.

Ordinarily, strategies must be developed locally because of local conditions. The number and talents of personnel as well as the adequacy of physical facilities, supplies, support staff, and budgets enter into the problem of adopting strategies. In some cases strategies must be congruent with both existing staff and budget and with expected reductions.

New ways of utilizing present staffs and budgets and new organizational patterns and functions may need to be considered. California Personnel and Guidance Association monographs 3, 4, 5, and 6 contain helpful material on this subject as well as on the subject of evaluation.

Plan for Evaluation

Periodic and systematic evaluation, the final step in the planning process, determines whether strategies are working to reach the goals and objectives developed to meet individual and societal/community needs. The results may suggest revisions in any or all of the previous steps—needs assessment, statement of goals and objectives, and development of strategies.

Evaluative techniques are best planned when the statements on goals and objectives and on strategies are written. This order tends to produce goals and objectives that are measurable and also helps ensure that evaluation will be done. Creativity in planning evaluation can be as important as creativity in developing strategies. Many techniques can be used—test results, product analysis, process outputs, and such measures as attendance, number of referrals, school grades, and so on.

Models of evaluation can be found in Chapter 5 of this publication as well as in California Personnel and Guidance Association monographs. Department of Education staff and some staff members in offices of county superintendents of schools are available for consultation on planning for evaluation.

Data on the success of the employed strategies, gained through evaluative studies, can bring about increased support of the pupil personnel services program by parents, school board members, and teachers. The knowledge that evaluation is being carried out, failures are being acknowledged, and

Career development should be emphasized for all students, not just for "terminal" students.

new strategies are being tried may lead to significant improvements in the program.

Hypothetical Example of Local Planning: County X

An example of the planning process previously described as it might be carried out in local situations may afford a clearer conception of what the process entails and what benefits may accrue from its use.

Development of a Plan

County X contains both urban and rural schools, large and small school districts, and a distribution of students from many cultural and racial backgrounds. The pupil personnel services staff in the office of the county superintendent of schools has decided to develop a county plan for improving the pupil personnel services within the county.

The staff first established two pupil personnel services committees to serve as advisory groups. One group represented pupil personnel services consumers—a student, a parent, a teacher, an administrator, and a community representative; a second group was composed of the pupil personnel services director or coordinator from each school district in the county.

At the first meeting of the school district coordinators, it was discovered that some districts were already involved in developing a district plan while other districts were reluctant to become involved. Coordinators who had begun to develop their plans and the pupil personnel services staff in the office of the county superintendent of schools offered to help the noninvolved school districts. In subsequent meetings progress reports describing both frustrations and successes were disseminated.

Assessment of Needs

The "consumer" group focused its attention on working with the staff of the county superintendent of schools to develop goals and objectives for its plan to improve its own pupil personnel services. The "consumer" committee concluded that individual needs assessed by the Department of Education were appropriate for students in the county and agreed to cooperate with the Department in its efforts to help students fulfill their needs.

The four societal/community needs were a concern for many of the schools. Incidents of campus violence in two of the urban schools and one rural school resulted in much vandalism. A newspaper in the county seat had carried a story during the previous week about the use of marijuana and alcohol by children at an increasingly early age. The problem had occurred in all schools with various degrees of intensity. The county health director had reported a few months before about an increase in venereal disease in the school-age population, and the county board of education had appointed a committee to develop a course of study and program for the schools maintained by the county superintendent of schools. Efforts by many schools to reduce discrimination found in the schools and the communities of the county were reported. Again, it seemed appropriate for the pupil personnel services staff in the office of the county superintendent of schools to share its resources with those of the Department of Education to work on these societal/community needs.

It was decided to conduct a needs assessment survey to determine the extent of the societal/community needs just reported and to discover whether there were other such needs unique to County X. The pupil personnel services staff in the office of the county superintendent of schools was asked to develop a design for appropriate research. The staff decided to sample 10 percent of the students at each school level—elementary, intermediate, and high school—to determine what they felt were their needs or the needs of the school and the community. A needs checklist was developed and used with this sample. Another needs checklist was made up for a 10 percent sample of teachers and all the administrators of the schools in the county. The parents of every tenth student selected were also given a needs checklist.

These data were categorized by each school district and school and made available to them. The data also were compared to the findings for County X reported in the state needs assessment. School districts that had made their own needs assessments contributed their findings to the ever-growing pool of data about needs in County X.

The needs assessment supported the belief of the committee that the Department's identified individual needs were relevant to the county and that certain of the Department's identified societal/community needs were relevant to certain school districts and schools. Other societal needs discovered in the county included the following:

An increase in the number of students leaving school prematurely as dropouts or sixteen-year-olds leaving school after testing

An increase in the number of suicides among students
A decrease in school attendance
An increase in community crime
An increase in the number of unwanted pregnancies among students

In consultation with the members of the consumer committee and the pupil personnel directors committee, the pupil personnel services staff in the office of the county superintendent of schools decided to give high priority to pupil personnel programs in the county that were concerned with the problem of early departure from school during this year.

Development of Goals

The consumer committee next helped the county office staff to develop goals for County X in harmony with the Department's goals and the unique needs of the county. The goals that were finally developed after consultation with those concerned were the following:

1. Develop a plan for improving pupil personnel services in County X.
2. Assist school districts within County X to develop their plans for improving pupil personnel services.
3. Assist pupil personnel services specialists in the school districts to meet the identified individual needs of relating to others, understanding self, and planning for the future.
4. Assist pupil personnel services specialists to meet identified societal/community needs: preventing drug abuse, campus conflict, discrimination, and spread of venereal disease; and reducing the incidence of students leaving school.
5. Assist the Department and school districts in identifying promising practices and programs.
6. Assist school districts in initiating pilot programs in areas where promising practices and programs are not found.

The pupil personnel services staff in the office of the county superintendent of schools then took responsibility for coordinating the development of goals, objectives, implementation strategies, and expected outcomes. (A model plan is presented at the end of this chapter.) At the end of the first year, the members of the staff believed that they were progressing satisfactorily. They had a plan of action, and county and school district personnel were involved in it. Machinery existed for revising the plan to meet new needs and for developing new strategies of operation. Communication among county, school district, and other education personnel was open. The county was active in the statewide effort to meet identified individual and societal needs and was publicizing promising practices and programs in the area. The image of pupil personnel services in the schools of the county was being improved.

Hypothetical Example of Local Planning: School District Y

District Y is a medium-sized unified school district containing two high schools, four intermediate schools, and 25 elementary schools. One high school with its feeder intermediate and elementary schools is semirural; the rest of the district is urban. Although a multiethnic student population exists at all educational levels, the urban schools are largely made up of low-income minority students, and the semirural schools are composed mainly of children from middle to upper middle class Anglo families.

The governing board of District Y requested the director of pupil personnel services to conduct an evaluation of the pupil personnel services program and to make recommendations for their improvement.

The impetus for this action stemmed from several factors:

A new intermediate school was to be opened comprising grades five through eight.
The pupil personnel staff in one high school had expressed an interest in adopting a new mode of staffing discussed in a recent county-sponsored inservice training program.
Repeated incidents of violence and student unrest had occurred at the junior high school located in the center of the city.
Teachers in several elementary schools had expressed concern that parents in their communities were apathetic to involvement in school activities.
Pupil achievement in reading and mathematics had steadily declined for several years.
Teachers had expressed concern over student attitudes toward school and their peers.

An evaluation task force was organized by the director of pupil personnel services together with representatives from those services, the teaching staff, and the administration from each school level. The group undertook an exhaustive study of

the literature on evaluation of pupil personnel systems and examined numerous evaluation instruments. Student, parent, and community representatives were asked to assist in the evaluation of the instruments. It became apparent to the task force that an evaluation would not be effective unless it were geared to the unique functions and services offered by a given system. Also evident was the fact that an evaluation of the current status of pupil personnel services would not necessarily indicate what changes or improvements should be made. It was decided, therefore, to expand the evaluation into a total needs assessment.

Assessment of Needs

It was agreed that a needs assessment should above all be student-centered and should secondarily reflect the perceptions of those involved with students. The groups included in the study were students, pupil personnel specialists, teachers, school administrators, members of the board of education, organized community groups, and business and industrial representatives.

Because district Y had participated in the statewide needs assessment for grades ten and twelve, some data were available from that source. Additional data from parents, teachers, and administrators also were on hand, but community representatives and board of education members had not participated in the state survey. Data from students in the elementary and intermediate grades were lacking.

Using the state instruments as a basis, the task force, now expanded to include student, parent, and community representatives, developed a needs assessment survey instrument that they believed would elicit perceptions on the current program as well as suggestions on what additional services were needed. Questions developed for pupils in grades three and four would be read to pupils by teachers. Pupil questionnaires would not be used below grade three. Adult surveys for preschool grades one and two were planned.

All groups were in agreement that the school district should give attention to:

- Reducing violence and disruptive behavior on the campus of the junior high school (grades seven through nine)
- Providing a means to motivate low-achieving elementary pupils in reading and mathematics
- Improving peer relationships among pupils in grades one, two, and three
- Reorganizing the pupil personnel services programs in the high schools to deal with student concerns more adequately
- Developing a pupil personnel services program in the new intermediate school grades four through seven, in accordance with developmental needs of students at that level
- Establishing a home-school program at the elementary school in order more adequately to involve parents in the school program
- Assisting students in planning their futures
- Developing a process to keep lines of communication open among all school personnel, parents, community, and the school board

Some of these needs relate to the individual student; others, to the society in which he or she lives. The responsibility for meeting such needs is shared by one or more groups delivering services to students.

After the major needs were ranked in order of importance, the personnel concerned were divided into subgroups and assigned different tasks. For example, a group of teachers was asked to consider which of the objectives they believed were shared by teachers and pupil personnel services specialists and which were in the specialists' area alone. Each subgroup contained members from other groups so that duplication of effort could be avoided and coordination could be improved. The next step was to translate these needs into statements of specific objectives to be attained by students as a result of their participating in the pupil personnel services program.

The task force on pupil personnel services used *Accountability in Pupil Personnel Services* as a guide for developing expected student objectives. This publication states:

> The objectives for a program are used both to determine appropriate pupil personnel services activities that will lead to student attainment of the outcomes and to permit assessment of whether or not each outcome was attained. Therefore, the statement of each objective must include sufficient information to enable pupil personnel specialists to identify appropriate activities for each objective and to measure whether the objective was attained by the target group.... The task group's format for a complete statement of an objective provides answers to each of the following questions:
>
> 1. SITUATION: *Where* will attainment of the desired outcome be assessed? What are the characteristics of the school and community which affect the population and/or have implications for process and outcomes?
>
> 2. POPULATION: *Who* comprises the target group? What are the characteristics of the population?

3. OUTCOME: *What* is the desired behavior to be acquired by the target group? To what degree is the desired behavior to be achieved and by what percent of the total group?

4. PROCESS: *How* and *when* will the target group acquire the desired behavior? That is, what guidance-related activities will be employed to implement the desired outcome?[6]

As an illustration, an objective relating to one of the nine student needs might read as follows:

Need statement: To provide a means to motivate low-achieving elementary pupils in reading and mathematics

Objective (and process):

SITUATION: An elementary school organized for team teaching/continuous progress

POPULATION: Twenty-five pupils from grades four, five, and six between one and one and one-half years below grade in reading

OUTCOME: Two months of growth for each month of instruction for 80 percent of those in the program

PROCESS: Implementation by the teacher of a reinforcement schedule utilizing a reward system as prescribed by the school counselor in consultation with the teacher

Evaluation of the Plan

Evaluation based on behavioral objectives reveals whether students have in fact attained particular outcomes; but this information alone will not result in program improvements. Several of the needs listed previously involve a commitment to change. It is essential, therefore, that information on success or failure to attain the objectives be received in the light of the desired changes. If the desired changes did in fact occur, and students, staff members, and others concerned are in accord, all is well and good. If there is disagreement, however, the objectives and processes (services) involved must again be considered to determine what additional changes or new processes are required.[7]

[6] *Accountability in Pupil Personnel Services: A Process Guide for the Development of Objectives*, California Personnel and Guidance Association Monograph Number 3. Fullerton: California Personnel and Guidance Association, 1971, pp. 16-17.

[7] For a detailed discussion of this matter, see Chapter 4 of *Accountability in Pupil Personnel Services: A Process Guide for the Development of Objectives*, California Personnel and Guidance Association Monograph Number 3. Fullerton: California Personnel and Guidance Association, 1971, pp. 29–37.

Evaluative techniques are best developed when goals, objectives, and strategies are written out.

Model Plan for Pupil Personnel Services at the County Level

Goals	Objectives
1.0 Develop a plan for improving pupil personnel services in County X.	1.0 A county plan will have been completed by the county office and submitted to the county board of education for approval by *(date)*.
2.0 Assist school districts within County X to develop their plans for improving pupil personnel services.	2.0 School district plans will have been completed by 50 percent of the school districts in County X and submitted to school district governing boards for approval by *(date)*.
3.0 Assist school district pupil personnel specialists in meeting the identified individual needs of relating to others, understanding self, and planning for the future.	3.0 Implementation of one or more strategies designed to meet one or more of the identified individual needs in County X will have been begun by 30 percent of the school districts in the county by *(date)*.
4.0 Assist school district pupil personnel services specialists in meeting the societal needs (a) identified by the State Department of Education as reducing drug abuse, campus conflicts, discrimination, and spread of venereal disease; (b) identified by the county as reducing the incidence of early departure from school; and (c) identified by the school district.	4.0 Implementation of one or more strategies designed to meet one or more of the identified societal needs will have been begun by 30 percent of the school districts in the county by *(date)*.

Implementation strategies	Expected outcomes
1.1 Develop a plan based on the needs assessment. 1.2 Develop strategies for implementation of the plan. 1.3 Design evaluation techniques.	1.1 The needs assessment will have been completed. 1.2 Strategies will have been developed. 1.3 Evaluation techniques will have been planned.
2.1 Conduct county workshops on the "change" or accountability model as proposed by the State Department of Education. 2.2 Provide consultation and assistance to school districts as they develop their plans. 2.2.1 Assist them to assess their needs. 2.2.2 Assist them to state goals and objectives. 2.2.3 Assist them to develop implementation strategies. 2.2.4 Assist them to plan evaluation. 2.3 Continue the pupil personnel coordinators committee. 2.4 Provide articulation between the State Department of Education and school district personnel. 2.5 Involve the local professional pupil personnel services associations in the State Department of Education plan. 2.6 Involve the local pupil personnel services specialist training programs in the State Department of Education plan.	2.1 Three county workshops will have been held. 2.2 Consultation will have been provided to all school districts requesting help. 2.3 At least one meeting per month will have been held with the pupil personnel services coordinators committee for 1974-75. 2.4 All requests originating from school districts or the State Department of Education will have been answered. 2.5 A meeting will have been held with the executive boards of all professional pupil personnel associations in the county, and the boards will have been encouraged to hold a conference and/or publish articles in association newsletters that deal with the State Department of Education pupil personnel services plan. 2.6 A meeting with pupil personnel services educators in the county will have been held to inform them of the State Department of Education plan and to explore their involvement in it.
3.1 Derive county data from the statewide needs assessment. 3.2 Collect and serve as a depository for approaches to meeting these identified individual needs. 3.3 Disseminate to school districts approaches to meeting these identified individual needs, including career guidance programs.	3.1 County X data will have been obtained from the statewide needs assessment. 3.2 A depository of materials dealing with each level of the identified individual and societal needs will have been established. 3.3 A monthly bulletin containing information on approaches to meeting identified individual needs will have been published, and a workshop will have been held in which information on these approaches will have been provided by persons using them.
4.1 Assist school districts to assess their societal needs. 4.2 Collect and serve as a depository for approaches to meeting these identified societal needs.	4.1 A workshop on assessment techniques for school district personnel will have been completed, and consultation will have been provided by the county office staff when requested by school district staffs. 4.2 At least three promising practices and programs within the county will have been identified, and the sites at which they are used will have been visited.

Model Plan for Pupil Personnel Services at the County Level

Goals	Objectives
4.0 Assist school district pupil personnel services specialists in meeting the societal needs (a) identified by the State Department of Education as reducing drug abuse, campus conflicts, discrimination, and spread of venereal disease; (b) identified by the county as reducing the incidence of early departure from school; and (c) identified by the school district.	4.0 Implementation of one or more strategies designed to meet one or more of the identified societal needs will have been begun by 30 percent of the school districts in the county by *(date)*.
5.0 Assist the State Department of Education and school districts in identifying promising practices and programs.	5.1 Current promising practices and programs will have been identified by *(date)*. 5.2 A system for identifying newly developed promising practices and programs in the county will have been established by *(date)*. 5.3 Current promising practices and programs will have been reported to the State Department of Education by *(date)*.
6.0 Assist school districts to initiate pilot programs in areas where promising practices and programs are not found.	6.0 Ten percent of the county's school districts will have been involved in a pilot program by *(date)*.

Implementation strategies	Expected outcomes
4.3 Disseminate to school districts approaches to meeting these identified societal needs, including (a) working with specialists in relevant curriculum areas to develop appropriate learning experiences to alleviate these societal problems; and (b) providing a cooperative approach for the utilization of other community resources.	4.3 A monthly bulletin will have been issued containing information on approaches to meeting identified societal needs, and the countywide resources staff will have been involved in meeting these needs.
5.1 Assist the State Department of Education to identify promising practices and programs within the county. 5.2 Facilitate and coordinate on-site visits by the State Department of Education staff to local promising practices and programs nominees. 5.3 Encourage and assist in the development of programs to meet the criteria of the promising practices and programs.	5.1 Promising practices and programs within the county will have been identified and reported to the State Department of Education. 5.2 Arrangements will have been completed for on-site visits to all places where promising practices and programs have been identified. 5.3 Consultation will have been provided to school districts wishing to develop promising practices or programs.
6.1 All requests from the State Department of Education will have been answered. 6.2 All requests for help from school districts will have been answered. 6.3 An effort will have been made to cooperate with the California Personnel and Guidance Association's legislative committee so that legislators might be contacted and periodic bulletins on funding sources might be provided.	6.1 Assist the State Department of Education in developing procedures to select school districts for developing pilot programs. 6.2 Work with the State Department of Education and school districts in planning procedures for implementation of pilot programs. 6.3 Assist school districts to secure funding for these pilot programs. 6.3.1 Promote legislation for funding. 6.3.2 Disseminate information concerning funding sources.

Chapter 5

Promising Practices and Programs

The purpose of this chapter is to describe some practices and programs in pupil personnel services in California that have been judged effective in meeting the individual needs of children and of society discussed in Chapter 2 of this publication. Through the dissemination of information on these programs, it is hoped that other school systems will be encouraged to develop similar practices appropriate to their needs. The practices and programs included here are only a beginning of the effort to give statewide visibility to effective or exemplary programs. Nominations of additional programs that merit consideration for future publicity are solicited. A nomination form is included at the end of this chapter.

Criteria for the Identification of Promising Practices and Programs

The criteria for the identification of promising practices and programs were developed by the task force and the state advisory committee. A series of questions directed to the person making a nomination solicited information about (1) the critical need to which the program is addressed; (2) the uniqueness of the program; (3) the activities involved; (4) the extent of total school or district involvement; (5) the economic feasibility of the program; (6) the replicability of the program; (7) the "transportability" of the program; (8) the dissemination process; and (9) the evaluation design.

A nomination form requested the name of the school district involved, the name of the person to be contacted, and the name of the person making the nomination. The nominee was asked to identify the critical need to which the program was addressed; give a brief description of the practice or program, including its successful elements; and supply any available descriptive or documentary materials.

The list of criteria and the nomination form were distributed at 11 regional meetings held during November and December, 1973, and participants were invited to make nominations. Approximately 60 nominations were received during and following the regional meetings and subsequently from the Career Education Task Force and the Drug Abuse Education Project.

A validation form for on-site visitations of a promising practice or promising program was developed. Information requested included a description of the program, staffing information, planning sequences, problems with the program, and recommendations for those wishing to adapt or adopt the program. A validation checklist was also included to obtain information on needs assessment, program development, evaluation, and dissemination.

A visit by a member of the pupil personnel services staff of the Department in cooperation with the county coordinator of guidance was made to each nominated school district or office of a county superintendent of schools. The validation form was completed at the time of the visit, and a one-page summary of the practice or program was prepared for possible inclusion in this chapter. A review of the information obtained from the on-site visits was conducted by the Department of

Education staff, and programs that met the criteria are included in this chapter.

Procedures for receiving future nominations were established. Persons wishing to nominate a promising practice or program in pupil personnel services should complete the form appearing at the end of this chapter and mail it to the Promising Practices Nomination, Pupil Personnel Services Core, General Education Management, California State Department of Education, 721 Capitol Mall, Sacramento, California 95814. Preference in selection will be given to those practices and programs that address themselves to one of the seven identified individual and societal/community needs: relating to others; understanding self; planning for the future; preventing drug and alcohol abuse; resolving campus conflicts; preventing the spread of venereal disease; and preventing discriminatory practices.

Descriptions of Promising Practices and Programs

The practices and programs described in the rest of this chapter are classified according to three major categories and 11 subcategories. Some entries are classified in more than one category or subcategory. Within each major category, entries are arranged in alphabetical order by school district.

Selected Promising Practices and Programs in School Districts and Offices of County Superintendents of Schools

1.0 Promising Practices and Programs in Utilizing a Systems Approach
- 1.1 Assessing Needs
- 1.2 Stating Goals and Objectives
- 1.3 Developing Strategies
- 1.4 Planning Evaluation

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Program Area: Alienated Youth

Classification: Utilizing a systems approach (1.0); relating to others (2.1); meeting societal/community needs (3.0)
District or county: Chaffey Union High School District, 211 W. Fifth St., Ontario, CA 91762
Program site: High school
Funding source: ESEA, Title I
Population served: Students in certain classes
Contact person: Alfred Dakin, Principal, Ontario High School (Ph. 714-986-3841)
Address of contact person: 901 W. Francis St., Ontario, CA 91761

Description

Students in the Care and Share project are permitted to select students in the class with whom they would like to work (sociometric grouping). They form groups within regular classes with the help of a computer and sit in groups throughout the classroom rather than in rows of individual desks. Students may work on assignments individually while remaining part of a group or may cooperate in working on given assignments. The program exists only in those classes where the teacher volunteers to participate. The groupings generally are changed every three weeks. Students are tested at intervals during the three-week period, and grades are assigned to students and groups each period.

Needs Assessment

A follow-up study of graduates and a study of dropouts revealed the need for such a project to reduce alienation among students.

Goals and Objectives

Objectives are related to needs assessment and are specifically keyed to improved social behavior and academic learning.

Strategies

A commercial computerized system is used in this program. Though impersonal, a computer provides organized information that helps students and teachers work together more effectively. The availability of ESEA, Title I, funds made this program possible.

Evaluation

Opinions gathered from teachers, counselors, students, and parents attest to the value of the program. A marked reduction in the number of "discipline appearances" among project students as

compared to nonproject students was shown. Project students made significant gains in reading, spelling, and vocabulary test scores—eight, six, and nine months, respectively—in a three-month period. One thousand of the school's 1,200 students are now enrolled in the program.

Dissemination

Availability of funds is a major problem in duplicating such a program elsewhere. Outside visitation, consultation, and materials used here are available as are specific cost figures.

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Program Area: Career Development

Classification: Utilizing a systems approach (1.0)
District or county: Coast Community College District
Program site: Golden West College, 15744 Golden West St., Huntington Beach, CA 92647
Funding source: School district
Population served: All students in the community college and some students in feeder high schools
Contact person: Earl Clancy (Ph. 714-892-7711)
Address: See above.

Description

This program involves a career development system rather than a center. The services include vocational testing; "how to" sessions on job clusters or areas of interest indicated by students; educational planning for career preparation; and career information services for feeder high schools. All activities focus on the principle of individual decision making.

Needs Assessment

Information is gathered by the admissions office and in group meetings of students held in the several divisions of the college. Data from follow-up studies of graduates also were used.

Goals and Objectives

Program objectives are stated in measurable student performance outcomes.

Strategies

Career information and counseling services are a part of a comprehensive guidance systems approach. Elements include the precollege components (e.g., contacts with high school counselors, high school students, and personnel in career centers; college induction guidance components for new applicants; an organized sequence of guidance activities for new students during the first semester; and continuous career information services to students, faculty, and counselors).

Evaluation

A formal evaluation design is in operation, and results have been documented in the annual report to the district superintendent. Informal evaluation is secured in group meetings with students.

Dissemination

The system could be duplicated elsewhere. Visitation, consultation, and descriptive materials are available.

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Program Area: Elementary School Counseling

Classification: Utilizing a systems approach (1.0); developing strategies (1.3); meeting individual needs (2.0)
District or county: Corona-Norco Unified School District, 300 Buena Vista Ave., Corona, CA 91720
Program site: Elementary schools
Funding source: School district
Population served: Pupils in kindergarten and grades one through six
Contact person: Thomas J. Gibson (Ph. 714-736-3301)
Address of contact person: See above.

Description

A computerized information record system was inaugurated in the belief that the problems children experience in school are developmental. The program represents an effort to cope with the need for expanded pupil personnel services in this fast-growing district. A computer printout includes information on the number of referrals; the nature of the referrals; the record of persons involved with county consultation; the type of problem; the possible causes of the problem; counseling contacts; strategies of remediation and recommendations to the student, school, and home; specific outcomes; and additional follow-up recommendations. The program, which involves four counselors, now serves 16 schools and approximately 5,000 students.

Needs Assessment

Rapid growth of school population demanded a systematic records and communications program.

The pilot program was successful, and a full program was implemented.

Goals and Objectives

Program objectives were developed at given grade levels, and appropriate activities were planned.

Strategies

Prior experience with inadequate recordkeeping and heavy reliance on oral reporting prompted the development of a new system of recordkeeping and the provision of means for all necessary intercommunication among pupils, teachers, parents, and administrators. A referral system was also established, including a coding plan. Further information is contained in a descriptive bulletin published by the district in 1973.

Evaluation

An informal evaluation has been carried out in which evidence of the acceptance and success of the system has been revealed.

Dissemination

This system can readily be duplicated elsewhere provided a district is able to invest about 1,000 man-hours for program development and implementation. Outside visitation, consultation, and materials are available.

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Program Area: Student Decision Making

Classification: Utilizing a systems approach (1.0); developing strategies (1.3)
District or county: Covina-Valley Unified School District, P.O. Box 269, Covina, CA 91723
Program site: High schools
Funding source: School district
Population served: All students in grades nine through twelve
Contact person: Thomas Smith (Ph. 213-331-3371)
Address of contact person: See above.

Description

This program is designed to enable counselors to identify students with high priorities for counseling as judged by certain conditions (e.g., students who indicate they have no plans beyond high school or are undecided). Special guidance and counseling activities are then scheduled for those students.

Needs Assessment

A student survey and an accreditation report revealed a need for change in counseling priorities.

Goals and Objectives

Measurable student performance objectives have been formulated on the basis of the needs assessment.

Strategies

A system for gathering and storing information pertaining to student plans and progress was developed. Conditions which justified an "alert call" for counseling were specified. Clerical or computer assistance was secured. Teachers, counselors, students, parents, and administrators participated in the development of the program. A continuous program of orientation to the system is provided for all personnel involved.

Evaluation

A formal evaluation design is operative, and there is evidence of the success of the program.

Dissemination

The program could be duplicated elsewhere provided a district is able to invest about 1,000 man-hours for program development and implementation. Outside visitation, consultation, and materials are available.

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Program Area: Guidance Objectives and Learner Success (GOALS)

Classification: Utilizing a systems approach (1.0); meeting individual needs (2.0)
District or county: Fountain Valley Elementary School District, Number One Lighthouse Lane, Fountain Valley, CA 92708
Program site: Bushard Elementary School
Funding source: ESEA, Title III
Population served: Selected maladjusted children
Contact person: Milo Bibelheimer (Ph. 714-842-6651)
Address of contact person: See above.

Description

The GOALS project is an objectives-based elementary school guidance and counseling project. Student participation is based on prior selection in which project-developed selection instruments, standardized achievement testing, and reports of police contact rate are used. Goals are mutually agreed upon by the student, teacher, counselor, and parents. Appropriate guidance procedures and techniques are selected and implemented. Evalua-

tion of student progress is continuously recorded and evaluated to determine the effects of the counseling procedures.

Needs Assessment

High incidence of troubled children was found in a 1970-71 assessment (low achievement, emotional and behavioral problems, and the like). This need prompted the submission of an application for funds for a remedial project.

Goals and Objectives

The major objectives developed for the project are (1) a reduction in the amount of maladaptive classroom behavior exhibited by project students; (2) an increase in the reading level of identified underachievers in reading; (3) a reduction in the rate of police contact of project students; and (4) the development of an objectives-based elementary school guidance and counseling program which will be compatible with existing program and budgeting systems, provide methods of evaluating the success of counseling, and be exportable to other school districts.

Strategies

A mission profile was developed to show the activities to be undertaken for each of the four objectives during the first, second, and third years of the project. This process was depicted in a flow chart.

Evaluation

A plan for evaluating the project was developed and applied. Results showed that during the first year the maladaptive classroom behavior of project students was reduced by 14.7 percent, significant at the .05 level.

Dissemination

Inquiries should be directed to the contact person named above.

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Program Area: Developmental Guidance Program

Classification: Utilizing a systems approach (1.0)
District or county: Irvine Unified School District
Program site: University High School, 4771 Campus Dr., Irvine, CA 92664
Funding source: School district
Population served: Students in grades nine through twelve
Contact person: James Moffat (Ph. 714-833-3644)
Address of contact person: See above.

Description

A total developmental guidance program for grades nine through twelve was established as a results management system; i.e., an objectives-based guidance system. Four components make up the program (see "strategies"). Emphases, by grade level, are as follows: grade nine, self-awareness; grade ten, self-concept integration; grade eleven, exploration; and grade twelve, implementation.

Needs Assessment

Needs were identified by the counseling staff and the teaching staff. The results of *The Priority Counseling Survey* were also used.

Goals and Objectives

The statement of objectives was derived from the needs assessment, and activities were keyed to objectives.

Strategies

The guidance staff investigated the problem, each member having written objectives to begin with. Objectives were divided into four domains: career, personal-social, educational, and leisure. Final objectives were based on research of developmental needs for students at each grade level. Activity packets for each domain were prepared. The use of data on needs and descriptive materials helped convince the administrators of the need for a career center.

Evaluation

A formal evaluation is in operation in which each process or component is subject to its own evaluation (now being written). Time is scheduled weekly for evaluation.

Dissemination

Materials and visitations are available by arrangement with the contact person.

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Program Area: Career Planning

Classification: Assessing needs (1.1); planning for the future (2.3)
District or county: Palm Springs Unified School District, 333 S. Farrell Dr., Palm Springs, CA 92262

Program site: Countywide
Funding source: County and school district
Population served: Two high schools in Palm Springs and 16 school districts in the county
Contact person: John M. Meyer (Ph. 714-327-1581)
Address of contact person: See above.

Description

The purpose of the self-study course in career decision making is to assist students in the development of an occupational and educational self-perception that includes an understanding of their own abilities, interests, and potentialities. The course permits realistic construction and exploratory experiences consistent with a student's tentative occupational choice in the high school program and eventually leads to student placement in advanced education or an entry-level job. The two and one-half unit course is presented by the career counselor to students in grades ten through twelve.

Needs Assessment

Needs were identified by student and community surveys, an accreditation report, and a follow-up study.

Goals and Objectives

Program objectives are stated in measurable student performance outcomes and are related to the assessed needs.

Strategies

After the objectives were developed and materials were organized, a pilot class was conducted to test the materials. A student workbook was prepared, and the course was introduced into the school curriculum. The course was later evaluated and revised, and materials were modified to fit the self-study concept. A career center or resources area where materials are available was found to be essential.

Evaluation

Both formal and informal evaluations are made, including follow-up studies of school graduates. There is current evidence of success.

Dissemination

The program could be readily duplicated elsewhere. The cost of the time of one counselor and about $1 each for workbooks are the principal items of expense. Outside visitation, consultation, and materials are available.

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Program Area: New Uses of Guidance Personnel

Classification: Utilizing a systems approach (1.0)
District or county: Palo Alto City Unified School District, 25 Churchill Ave., Palo Alto, CA 94306
Program site: School district
Funding source: ESEA, Title III
Population served: Students, teachers, and parents
Contact person: Richard W. Carey (Ph. 415-327-7100)
Address of contact person: See above.

Description

The major purpose of this project is to develop new delivery systems for guidance-related services that are direct responses to student and community needs. The third year of the project has three distinct components. Component one is an extended resources program aimed at providing better school-community human resources utilization for all grade levels. One resource receiving special attention is that available for helping minority students. Component two is an affective education development program for teachers, students, and parents. New value clarification and interpersonal skill development programs are being offered to volunteers from school staffs, volunteer teachers, parents, and students. The models for getting effective staff development are expected to extend the school district's ongoing programs. Component three is a peer counseling (resource) program for training staff and students in skills needed to become "helping persons." The curriculum and methods are now formalized into exportable guidelines.

Needs Assessment

Needs were determined by a combination of questionnaires and interviews with students and selected faculty members, previously gathered data on guidance needs, and the use of faculty advisory committees in the high schools.

Goals and Objectives

Stated goals and objectives were to (1) develop models for an extended resources program that effectively improves the school community usage of human resources; (2) provide models for deliver-

ing staff development programming aimed at affective educational goals such as value clarification and interpersonal skill development; (3) provide a peer resource development program that includes methods and procedures for training of staff for working with students who become resources for other students; and (4) disseminate to interested parties guidelines of objective-setting programming coming out of earlier work (first two years of project).

Strategies

A mission profile for each of five objectives for a three-year period was developed, and detailed activities grouped by objective were placed in a month-by-month time frame.

Evaluation

An evaluation design was worked out and applied. Progress was reported at midyear on the several objectives, and an end-of-year report was planned.

Dissemination

Inquiries should be directed to the contact person named above.

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2.0 Promising Practices and Programs for Meeting Individual Needs

2.1 Relating to Others

2.2 Understanding Self

2.3 Planning for the Future

Program Area: Delinquency Prevention for Children of Primary School Age

Classification: Meeting individual needs (2.0)
District or county: Castro Valley Unified School District, 3300 Norbridge Ave., Castro Valley, CA 94546
Program site: Elementary school
Funding source: ESEA, Title III
Population served: Sample of predelinquent pupils
Contact person: Joan Holmes (Ph. 415-537-3000, Ext. 253)
Address of contact person: See above.

Description

The project is a preventive effort to facilitate socially constructive behavior in children of primary school age. The significant areas in a child's life—school, home, and community—comprise the three components of the project. Incorporated in the project operation on a day-to-day basis are (1) indirect service activities, including consultation with teachers and staff regarding target children, direct observation of target children and their school community, co-planning, implementation, and evaluation of various techniques to be used in the classroom; (2) direct-service activities, including cross-age teaching/counseling training for target children; (3) recording of activities; (4) staff development; (5) parent education groups; and (6) community agency participation in the schools.

Needs Assessment

A coordinating council composed of personnel from the schools and youth-related organizations showed a concern about delinquent students. An appraisal of both school and community programs showed a lack of preventive services and a need for them.

Goals and Objectives

Stated goals and objectives were (1) to identify students in the early elementary grades who displayed predelinquent behavior characteristics; and (2) to decrease the movement from predelinquency to delinquency (negative involvement with juvenile authorities) by 50 percent. Three major interventions were to be made in a group of 100 identified predelinquents.

Strategies

On the basis of the council's findings, screening procedures were begun in four schools to identify both the children deemed to be predelinquent and the conditions necessary to stop the movement toward delinquency (e.g., academic success and constructive social behavior).

Evaluation

Design includes experimental and control groups, collection of data on academic achievement and social and personal behavior of each group before and after project activities, and statistical treatment.

Dissemination

The project director should be contacted for information on dissemination.

Program Area: Guidance Staff Utilization (Cluster Program)

Classification: Understanding self (2.2); assessing needs (1.1)
District or county: Clovis Unified School District
Program site: Clovis High School, 5550 N. Fowler Ave., Clovis, CA 93612
Funding source: School district
Population served: All students in grades nine through twelve
Contact person: Peter Mehas, Principal (Ph. 209-299-7211)
Address of contact person: See above.

Description

Four minischools were developed within the high school to personalize education. The principal serves as educational leader with five assistants, a deputy principal, and four learning directors, each in charge of a cluster. Each cluster has its own administrator, two counselors, department heads and teachers, and secretaries. (School enrollment is 2,800.) Learning directors interact with each other a great deal to achieve continuity in the educational program.

Needs Assessment

A survey of students, a survey of parents and teachers, and a follow-up study showed that students felt depersonalized and that teachers and counselors were not working effectively with students.

Goals and Objectives

From the assessment a clear statement of goals and objectives was developed involving the total staff.

Strategies

The program was developed by means of a series of staff meetings involving teachers, department chairman, counselors, the principal, and the superintendent and his staff. Lines of authority and communication were clearly established. The learning directors were found to have the time and resources to work on curriculum development. A current effort is being made to improve communications and relations among clusters.

Evaluation

A formal evaluation design is in operation and is based upon Stull Bill objectives. Faculty support of the program was evident, and students who were interviewed reported they could see their counselors more readily.

Dissemination

The program could be duplicated in other communities if administrators are open to change and if the community will accept the concept of the learning director as a miniprincipal. Visits and consultations are welcomed. Curriculum packets from each cluster are available.

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Program Area: Self-Referral for Counseling Services

Classification: Meeting individual needs (2.0); utilizing a systems approach (1.0)
District or county: Corona-Norco Unified School District, 300 Buena Vista Ave., Corona, CA 91720
Program site: Elementary schools
Funding source: School district
Population served: Grades four through six
Contact person: Thomas J. Gibson (Ph. 714-736-3301)
Address of contact person: See above.

Description

Students may refer themselves for counseling services by filling out a slip of paper on which is written their name and grade. This is a unique means of allowing children to utilize counseling services in relation to their needs as the children see them. Children who have this opportunity use counseling services more often and more appropriately than students who do not have the opportunity. Self-referral results in a much higher degree of successful resolution of problems presented and in increased utilization of counselor services by students. It emphasizes the role of a counselor as a friend and helping person and allows the counselor to give increased emphasis to children's problems, not just to problem children.

Needs Assessment

Contacts with youth organizations and agencies throughout the community yielded information that many students wished to talk to a counselor but did not know how to do so. A survey of 406 high school seniors pointed to a need for better elementary school counseling.

Goals and Objectives

Objectives are stated in measurable student performance outcomes and relate to the needs assessment.

Strategies

A successful pilot program was operated in grade six in two elementary schools. Then the services were extended to other elementary schools and to grades four, five, and six. The program was carefully explained to teachers and parents. Later, classroom presentations and group counseling were inaugurated to deal with common developmental problems at specific levels of pupils' development, thus serving more pupils than formerly. Some operational problems are discussed in an article in the *California Personnel and Guidance Association News Journal*, I (Spring, 1969).

Evaluation

A formal evaluation design is in operation. Data collected over a five-year period show that counseling is more effective when based on self-referrals than on teacher referrals. Further documentation is contained in the article cited above.

Dissemination

This program could readily be duplicated in other districts at little or no additional cost through a reallocation of priorities and a reestablishment of certain operational activities. Outside visitation, consultation, and materials are offered by the district.

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Program Area: Career Development

Classification: Planning for the future (2.3)
District or county: Corona-Norco Unified School District, 300 Buena Vista Ave., Corona, CA 91720
Program site: Junior high schools
Funding source: School district
Population served: Students in grade eight
Contact person: Thomas J. Gibson (Ph. 714-736-3301)
Address of contact person: See above.

Description

A program called "Planning for Your Future" is conducted in the district's four junior high schools. It features a structured conference to plan a tentative four-year high school program for each student, with the student, his counselor, and his parents in attendance. During a five-week period in each of the 1970-71 and 1971-72 school years, 1,100 such conferences were held. A packet of materials was developed for use during the conference and for student-parent discussion at home afterward. Administrators and teachers were involved in planning the program.

Needs Assessment

Research studies pointed to a need and a readiness on the part of students in junior high school. Surveys of students and the community showed interest and support.

Goals and Objectives

The program objectives are related to the assessed needs.

Strategies

Planning includes the gathering and study of data on test scores and grades of students involved, including information from their elementary schools; the development of model courses of study available at each high school together with course descriptions for hand-outs to students and parents; the gathering of information on post-high school educational opportunities and requirements; and the inservice training of teachers in the use of instruments and data.

Evaluation

Data on evaluation collected during a two-year period indicate that parents are very responsive to attempts to involve them in this process and that students benefit from orientation to career decision making.

Dissemination

The program has been successfully duplicated elsewhere. Costs are moderate. Outside visitation, consultation, and materials are available.

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Program Area: Career Development

Classification: Planning for the future (2.3); utilizing a systems approach (1.0)
District or county: Culver City Unified School District, 4034 Irving Pl., Culver City, CA 90230
Program site: School district office
Funding source: ESEA, Title III

Population served: Students in junior and senior high school
Contact person: Anita Mitchell (Ph. 213-839-4361)
Address of contact person: See above.

Description

Culver City has designed and implemented a computerized vocational guidance system consisting of three interfacing subsystems: a pupil information system, a college and vocational information system, and a course content system. Culver City's plan leads the student through a decision-making process by the use of computer terminals at each of the high schools. Utilizing stored pupil data, the computer matches individual information with educational and vocational needs and opportunities.

The pupil information system maintains and automatically updates objective pupil data as well as level of aspiration and post-high school plans. The vocational and college information system treats more than 500 occupations in depth and includes data on all four-year colleges and universities in the United States plus the California junior college system, technical and trade schools, and apprenticeship programs in southern California. The course content system breaks down all vocationally oriented courses into hierarchies of competencies to be mastered. Competencies to be acquired in a course are matched with the competencies required for entry into the occupations described in the vocational and college information system.

Needs Assessment

A survey of students' needs was conducted, a five-year follow-up study was made, and data were secured on employment, minority populations, and welfare payments in the community.

Goals and Objectives

A measurable set of objectives was developed as a part of the project application, and a listing of proposed activities was arranged to meet the objectives. A major objective is to teach students the decision-making process.

Strategies

Results of surveys were studied, and longitudinal plans were made to develop a systems approach to vocational guidance. A community advisory committee was formed. An experienced staff was assigned to the project, and required days of consultants' time were budgeted for. An expenditure of $38 per student was made to support the program.

Evaluation

Evaluation rests on students' attitudes and opinions. (The program is not designed to change students' achievement.) There is evidence that students are learning the decision-making process and are applying the knowledge to educational and vocational choices.

Dissemination

Interested persons may apply to the contact person identified above for information.

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Program Area: Elementary School Counseling

Classification: Meeting individual needs (2.0); planning for the future (2.3)
District or county: Cupertino Union Elementary School District, 10301 Vista Dr., Cupertino, CA 95014
Program site: Inverness Elementary School
Funding source: School district
Population served: Students in kindergarten and grades one through eight
Contact person: Seema Jaffe (Ph. 408-245-0210)
Address of contact person: Inverness School, 747 Inverness Way, Sunnyvale, CA 94087

Description

This preventive program was designed to reduce both the academic and social failures of elementary school pupils through the employment of one counselor at each school. Begun as a remedial program for special education pupils, the program now serves all pupils, stresses prevention rather than remediation, and serves all schools, not just one.

Needs Assessment

A staff survey concerning pupils' needs was conducted as well as student and community surveys.

Goals and Objectives

Objectives are stated in terms of measurable student performance outcomes and are related to the needs assessment.

Strategies

A pilot program was conducted in one school in 1958 and was limited to special education pupils.

The program has been expanded from that beginning and is now districtwide. Administrative and staff involvement and support were secured. Community agencies also are involved in the program (e.g., family service and county mental health service).

Evaluation

An informal evaluation design is being used. The program appears to be successful.

Dissemination

The program could be duplicated in other districts where it is economically feasible. Cost studies in the Cupertino district show an expenditure for this program of $39.13 per pupil in kindergarten and grades one through six. Outside visitation, consultation, and materials are available to school personnel.

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Program Area: Guidance Reorganization

Classification: Meeting individual needs (2.0); utilizing a systems approach (1.0)
District or county: Fresno Unified School District
Program site: McLane High School, 2727 N. Cedar Ave., Fresno, CA 93703
Funding source: School district
Population served: All students in grades nine through twelve
Contact person: Robert Scambray (Ph. 209-222-4851)
Address of contact person: See above.

Description

In an effort to strengthen guidance services, a reorganization was effected by establishing 11 teams, each composed of ten or more teachers (in a curriculum area), their students, and a counselor leader. An attempt is made to strengthen the curricular and guidance services for students by (1) making teachers more aware of guidance services; (2) facilitating contacts among the students, teachers, and counselors; (3) increasing teachers' responsibility for classroom management; and (4) allowing students a choice of counselors. The program is in its early stages.

Needs Assessment

A student survey, a staff survey, and a community survey revealed a need to strengthen the guidance program.

Goals and Objectives

A statement of goals was developed. It was based on six ascertained needs of students; that is, developing personal goals, solving personal problems, and so on.

Strategies

Alternative plans for meeting identified needs were examined, and a final plan acceptable to all was adopted. An inservice training program was carried out both in groups and on a one-to-one basis. Communications were kept open, and the staff was given encouragement and praise as the program moved ahead.

Evaluation

An evaluation design exists, including both formal and informal procedures. Informal documentation is being gathered; e.g., the number of referrals for discipline and changes in student achievement. No data on costs are available.

Dissemination

The program could be readily duplicated in another district. A handbook on the operation of the program is being written.

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Program Area: Human Relations

Classification: Meeting individual needs (2.0)
District or county: Grossmont Union High School District
Program site: Mt. Miguel High School, 1800 Sweetwater Road, Spring Valley, CA 92077
Funding source: School district
Population served: Student body and community
Contact person: James Finch (Ph. 714-463-5551)
Address of contact person: See above.

Description

This program features peer counseling to promote better human relations and prevent student problems. Forty-five students volunteered for counseling. Inservice training is being initiated this spring. The program began in the spring of 1973 and will be extended to more students and staff in the near future.

Needs Assessment

Staff awareness of changing student population and curriculum demands prompted the initiation of the program.

Goals and Objectives

Goals and objectives are being developed.

Strategies

Meetings were held involving faculty, students, and community members. The meetings focused on (1) new students; (2) peer counseling; and (3) appreciation of cultural differences and understanding. A bimonthly meeting of students and parents in a human relations organization was established.

Evaluation

No formal evaluation is in operation, but an informal evaluation involving an attitudinal survey of new students is being made.

Dissemination

The program costs are minimal, and the program can be easily duplicated. Inquiries are welcomed. A report of the operation will be made to the school board and will be available to others.

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Program Area: Student Placement

Classification: Planning for the future (2.3); utilizing a systems approach (1.0)
District or county: Grossmont Union High School District, P.O. Box 1043, La Mesa, CA 92041
Program site: School district
Funding source: Regional occupational program
Population served: Students in grades nine through twelve throughout the district
Contact person: Thomas J. Jacobson (Ph. 714-465-3131)
Address of contact person: See above.

Description

This step-by-step instructional program is intended to prepare students for job placement. Instructional materials are disseminated through the office of the county superintendent of schools to the vocational counselor in each high school in the district. Both the vocational counselor and the work experience coordinators use the materials, which consist of 64 transparencies covering the selection of a job, the filling out of an application, and so forth. Presentation of the materials is to be accompanied by the comments of a teacher or counselor and by classroom discussion. Materials are available in both English and Spanish.

Needs Assessment

Needs were identified through a survey of high school seniors, an accreditation report, and a follow-up study.

Goals and Objectives

Objectives are stated in measurable student outcomes and are used in pretests and post-tests to measure student gains.

Strategies

The office of the county superintendent of schools was involved in the program, and a strong inservice program for vocational counselors was developed. Materials were to be presented on a recurring basis.

Evaluation

A formal evaluation is in operation, and there is current evidence of success.

Dissemination

The program is inexpensive and could be readily duplicated elsewhere. Materials are published by Science Research Associates as KNOW (Knowledge Needed to Obtain Work.)

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Program Area: Career Guidance

Classification: Planning for the future (2.3)
District or county: Huntington Beach Union High School District
Program site: Westminster High School, 14325 Goldenwest St., Westminster, CA 92683
Funding source: School district (ESEA, Title I funds used in the first year); service clubs; and private companies
Population served: Students in grades nine through twelve
Contact person: Emory Fillmore, Counselor (Ph. 714-893-1381)
Address of contact person: See above.

Description

In this program a high school career guidance center provides a combination of counseling and curriculum services. The components of the program include the inservice training of teachers and a complete career workup for each student, including testing. All freshmen receive an orientation program, including a pretest and post-test. A workbook on occupational awareness for students

and a teacher's guide have been developed. The program is in its fifth year of operation.

Needs Assessment

A student needs assessment given to students in grades nine through twelve and an accreditation report were used to validate needs.

Goals and Objectives

Objectives have been written relative to needs found in the student survey and responsibilities of staff members.

Strategies

The career guidance center concept was written up and submitted. Financial backing was secured from local clubs and companies and ESEA, Title I. Career guidance materials were then gathered and made available. A survey of the educational and career plans of students was carried out. The center refers each student to a counselor on the basis of the center's workup on that student.

Inservice training was then provided for teachers and counselors who wished to implement career units in their classroom and for counselors who are teaching the one-semester independent study course in career guidance. Counselors are involved at all stages and levels of the students' career development.

Evaluation

An evaluation design does not exist. Evidence of the program's success has been gathered in terms of the number of students using the center, their reasons for using the center, and their opinion of its usefulness.

Dissemination

This program could be duplicated elsewhere. The school would provide consultation and materials to interested persons.

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Program Area: Peer Counseling

Classification: Relating to others (2.1)
District or county: Kern Community College (Jt.) District
Program site: Bakersfield College, 1801 Panarama Dr., Bakersfield, CA 93305
Funding source: None
Population served: All students (5,000)
Contact person: Robert Gilmore (Ph. 805-871-7120)
Address of contact person: See above.

Description

The counseling staff is supplemented by trained peer counselors who are used in assisting with registration procedures, visiting feeder high schools to recruit students, performing clerical duties, and so forth. Work is voluntary (nonpaid) except for peer counselors under the educational opportunity program. However, most students receive academic credit, one unit for 50 hours of work. The black and Chicano peer counselors work respectively in the black and Chicano culture centers.

Needs Assessment

An informal survey of students' attitudes and services showed a need for such a program.

Goals and Objectives

A goals and objectives statement is available, including (1) providing opportunities for students to talk with other students; (2) freeing professional counselors from many routine tasks; and (3) increasing student participation in campus life.

Strategies

A psychology course was organized to provide training for peer counselors. In the first semester, information on campus, courses, community services, and so forth is stressed. The second semester is optional and provides study of self-awareness and interpersonal skills. Because the support of administration, faculty, and student body is essential to the success of the program, a committee representing students, faculty, and administration was formed as an advisory group.

Evaluation

An evaluation design exists. Feedback from students who have participated is good.

Dissemination

Visitation, consultation, and materials on the program are available.

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Program Area: Preventive Counseling

Classification: Meeting individual needs (2.0); assessing needs (1.1); stating goals and objectives (1.2)
District or county: Lagunitas Elementary School District, Box 208, San Geronimo, CA 94963

Program site: Lagunitas Elementary School (same as above)
Funding source: School district
Population served: All students in kindergarten and grades one through eight
Contact person: Frances George (Ph. 415-454-5370)
Address of contact person: See above.

Description

A preventive counseling program was established to alleviate severe social difficulties in classrooms. The area contains communes, and 50 percent of the students are from broken homes. Programs include group counseling in classrooms in problem solving; teacher workshops in conducting such groups; divorce counseling (parents and children); screening of students before kindergarten; and individual behavioral management.

Needs Assessment

A survey was made of prekindergarten and kindergarten children to assess social, emotional, and cognitive needs.

Goals and Objectives

The goal of the program is to reduce serious classroom problems. Objectives are stated in measurable performance outcomes related to assessed needs.

Strategies

District personnel recognized that efforts at crisis intervention were inadequate. A survey was then made of other districts and community agencies relative to the problem. The series of practices listed above was developed with the help of various public and private social agencies in the community.

Evaluation

Informal evaluation is done by keeping records of students and their performance. Increased self-referrals by parents and students seeking help and greater teacher participation in group counseling are evidence of progress.

Dissemination

The program could be readily duplicated elsewhere. Visitation, consultation, and materials are available upon request.

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Program Area: Elementary Counseling

Classification: Meeting individual needs (2.0); utilizing a systems approach (1.0)
District or county: Lodi Unified School District, 815 W. Lockeford St., Lodi, CA 95240
Program site: Two elementary schools
Funding source: ESEA, Title III
Population served: Pupils in kindergarten and grades one through six (1,150) and 42 teachers
Contact person: Carolyn Fowle (Ph. 209-369-7411)
Address of contact person: See above.

Description

A model elementary school counseling program was instituted in two of the district's schools. The elementary school counselor was used primarily as a counselor-consultant more than as a counselor of individual pupils as in the high school. The counselor spends much of his time with groups of teachers, parents, and pupils. His primary objective is to facilitate the development of positive psychological growth for all children and to prevent problems from occurring insofar as possible. A closely matched population within the school district serves as a control group.

Needs Assessment

An educational needs survey was conducted involving pupils, parents, educators, and school board members in a five-county area. The Lodi schools were included. The survey showed the "personal need" area to be the most critical, and the highest ranking item of concern was "dealing with psychological tensions."

Goals and Objectives

A complete statement of goals and objectives was prepared as an essential part of the project. Objectives are measurable, and activities are keyed to objectives.

Strategies

An advisory committee was formed, target schools and staff were selected, and counselor activities were outlined and approved. Evaluation instruments were designed.

Evaluation

An evaluation design has been developed to measure postulated change in both teacher and pupil behavior as well as the gains of experimental and control groups.

Dissemination

Interested persons may apply to the project director for information.

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Program Area: Career Development

Classification: Planning for the future (2.3)
District or county: Los Angeles Unified School District
Program site: San Fernando Senior High School, 11133 O'Melveny Ave., San Fernando, CA 91340
Funding source: Hughes Aircraft Co.
Population served: Students in grades ten and eleven
Contact person: William Izabal (Ph. 213-883-2400, Ext. 1266)
Address of contact person: Hughes Aircraft Co., Canoga Park, CA 91504

Description

A chapter of Career Opportunities for Youth (COY), a national organization formed to assist in alleviating the dropout problem, is located at Hughes Aircraft (Canoga Park), which sponsors, in cooperation with other companies, a career guidance program at this senior high school. COY provides materials for a career guidance center and offers students a direct exposure to a wide variety of career fields and some actual working experience at the same time in areas selected by the students.

Needs Assessment

The school was requested to select students who needed this experience.

Goals and Objectives

Objectives have been stated in measurable student performance outcomes (e.g., change in dropout rate).

Strategies

Hughes Aircraft formed an affirmative action committee two years ago to establish a COY program. An industry advisory committee for San Fernando High School was named to support a career guidance center. School staff members were assigned responsibilities in operating the center and in coordinating the activities of the 14 industries involved in the program.

Evaluation

A formal evaluation has been made. Preliminary results show a decrease in the dropout rate and improvement in attendance.

Dissemination

The program could be duplicated where industrial sponsorship is possible. Interested persons may arrange for visitation/consultation.

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Program Area: Elementary Counseling

Classification: Meeting individual needs (2.0); preventing discriminatory practices (3.4); utilizing a systems approach (1.0)
District or county: Madera County Superintendent of Schools, Office of the, 201 S. Pine St., Madera, CA 93637
Program site: Chowchilla Elementary School District
Funding source: ESEA, Title III
Population served: Pupils in Chowchilla Elementary School District
Contact person: Adrian Clark (Ph. 209-674-4641)
Address of contact person: See above.

Description

The program is designed to provide counseling services to pupils, consultation and inservice education to teachers in guidance-oriented subjects, and consultation to parents. Children will be aided in developing self-understanding and feelings of self-worth and in identifying with successful school experiences instead of failure. Part of this effort will be accomplished through the use of a language arts project.

Needs Assessment

A study by the California State Department of Education of racial and ethnic issues in the public schools of Madera County and a study by a consultant of guidance services in the county both pointed out a need for guidance services in the elementary schools, particularly inservice education for teachers in teaching pupils from minority groups. A later survey of teachers and administrators identified specific problems of most concern.

Goals and Objectives

A statement of objectives and of related activities was developed as a part of the application and was keyed to the methods of evaluation.

Strategies

A project advisory committee was named to give proper direction to the project. The opinions of teachers and administrators were sought and used in developing project goals and activities to meet the needs of pupils served.

Evaluation

A plan of evaluation was designed to measure the growth of pupils, teachers, and parents in specified areas. A preliminary evaluation showed that at least 25 percent of the pupils who had received counseling services had shown beneficial changes in attitude toward themselves and their school.

Dissemination

The contact person named above has information on the availability of consultation and/or materials regarding the project.

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Program Area: Career Guidance (Career Forum)

Classification: Planning for the future (2.3); assessing needs (1.1)
District or county: Marin County Superintendent of Schools, Office of the
Program site: Various schools
Funding source: Marin County Industry-Education Council
Population served: Junior and senior high school students and adults
Contact person: Marcia Greil, Career Counselor (Ph. 415-924-9500)
Address of contact person: Office of the Marin County Superintendent of Schools, 201 Tamal Vista Blvd., Corte Madera, CA 94925

Description

A series of career information forums is held on career clusters. Fifteen specific fields of work in the cluster are represented in each forum. Career representatives working in these fields form panels to discuss the jobs, life-styles, educational requirements, earnings, job mobility, and other factors with students who may attend two different sessions of one hour each. Forums are held in various high schools in the county. Each host high school focuses on a different career cluster. The host school holds a minimum day. Student attendance is voluntary. The industry-education council co-sponsors the program, and members of such organizations as the PTA, the chamber of commerce, and the Neighborhood Youth Corps also participate. Resource people are carefully screened by a committee. A feature is the use of a student placed in each group to stimulate discussions and see that pertinent questions are raised.

Needs Assessment

An assessment of student needs was made through a student survey, a follow-up study by one high school, and an accreditation report.

Goals and Objectives

The goal of the program is to acquaint students with a variety of occupations and stimulate their skill and interest in career development.

Strategies

Impetus came from students requesting career information from the career centers. The centers in turn asked the industry-education council for assistance. Planners had to arrange for released time for students to attend the forum, for a minimum day for the host school, for bus transportation, for preregistration, and so forth. A 50-student limit on attendance is recommended.

Evaluation

No formal evaluation has been carried out. Reports of student responses to the forum are available at the Office of the Marin County Superintendent of Schools. Success of the forum is demonstrated by the attendance each year of about 1,500 students and 250 representatives from business.

Dissemination

The contact person named above would be willing to consult with visitors and provide materials about the program.

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Program Area: Career Resource Center

Classification: Planning for the future (2.3)
District or county: Modesto City High School District
Program site: Grace M. Davis High School, 1200 Rumble Road, Modesto, CA 95350
Funding source: School district
Population served: 2,350 students in grades nine through twelve

Contact person: George C. Pettygrove, Vice-Principal (Ph. 209-524-9671)
Address of contact person: See above.

Description

A career resource center was established to provide students with testing, counseling, and informational services and career classes titled "Vocational Goals." The program is staffed by a full-time career counselor, a work experience coordinator, and a counselor aide. Utilization of curriculum in career planning is an integral part of the program; school subjects are tied to careers.

Needs Assessment

A student survey conducted by the school and a schoolwide survey conducted by the PTA revealed a need for such a center.

Goals and Objectives

The goals of the program are generally understood, but specific performance objectives relating to the needs assessment are yet to be formulated.

Strategies

After the needs assessment had been completed, a commitment was secured from the administration to establish and finance a center. A plan of operation was carefully worked out in advance, including site, facilities, qualified personnel, and materials. An "open house" was held to increase the visibility of the center for students. Increased student attendance at the center resulted from these efforts.

Evaluation

A formal evaluation design does not exist, but progress is indicated by a marked increase in student attendance, teacher involvement, and community participation; as well as by evidence of curriculum change.

Dissemination

Curriculum guides are available upon reimbursement. Visitors are welcome, and consultation may be arranged.

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Program Area: Career Development and Guidance

Classification: Meeting individual needs (2.0); utilizing a systems approach (1.0)
District or county: Monterey Peninsula Unified School District
Program site: School district office (P.O. Box 1031, Monterey, CA 93940)
Funding source: School district (mainly some federal funds in initial stages)
Population served: Students in kindergarten and grades one through twelve
Contact person: H. Neil Fearn, Assistant Superintendent, Secondary (Ph. 408-649-7465)

Description

This program has been developed over an eight-year period. It began at the junior high school level and gradually widened in both directions to embrace kindergarten and grades one through twelve. Components include classroom seminars on such matters as self-assessment in grade seven and planning for the future in grade ten as well as counseling services (individual and small-group). Essential elements for success include line authority and central staff to direct and coordinate the program, give inservice training, and conduct evaluation.

Needs Assessment

A student survey and a parent survey in junior and senior high schools were conducted.

Goals and Objectives

The program's objectives, which resulted from the needs assessment and numerous conferences among district personnel, parents, and outside consultants, were approved by the board.

Strategies

A conceptual model was drawn up that was a decision-making model, was developmental and sequential, and included all students. After board approval, the model was put into operation in junior high schools. Helpful outside agencies were brought in, and evaluation activities were begun. Coordination with programs and counseling at the local community college was arranged.

Evaluation

Measurable performance objectives for guidance seminars in grades seven through ten show significant student gains. Further evaluation designs are now being developed.

Dissemination

Such a program could be set up elsewhere. The cost of the district's guidance program, including

salaries for counselors, clerks, teachers conducting guidance seminars, and assistant principals who administer the counseling and guidance programs is reported as nearly $700,000. Pupil population is about 18,000. Visitation and consultation can be readily arranged.

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Program Area: Group Counseling After School Hours

Classification: Meeting individual needs (2.0); assessing needs (1.1)
District or county: Oro Madre Unified School District
Program site: Amador County High School, Sutter Creek, CA 95685
Funding source: School district
Population served: Selected students in grades nine through twelve
Contact person: John Bradley, Counselor (Ph. 209-223-1750)
Address of contact person: See above.

Description

This group counseling program for selected students is conducted after school hours by a counselor who volunteers his time. The group meets once a week for two hours and is limited to 15 students at a time. New students enter the group as vacancies occur. A waiting list has existed since the program began. The activity began to deal with drug-related problems that became a major concern as a result of a student survey and of teacher referrals. Later, other student problems have been dealt with. A few teachers asked permission to join the group and have participated.

Needs Assessment

The counselor conducted a student survey by interviewing all 450 students in the high school and by asking teachers about the incidence of drug use by students.

Goals and Objectives

The purpose of the program is to reduce the incidence of drug abuse by students. No measurable objectives have been written.

Strategies

A total of 30 students who stated that they used drugs were originally scheduled for the program. However, before the counseling began, the counselor explained the program thoroughly to the parents involved, mainly by telephone, and secured their permission to have the children participate in the program. A parental release form was used to verify that permission had been granted. Official approval of the superintendent of schools and the high school principal was also obtained. An early complaint that the counselor was spending too much time dealing with a few misfits diminished as a knowledge of the program became more widespread in the school and community.

The counselor estimates that about 6 percent of his time is spent on this activity.

Evaluation

No formal evaluation has been made or planned to date. However, evidence exists that desired results are being obtained. Both parents and teachers report that drug use appears to have decreased. Unsolicited reactions revealed that 13 of 15 parents favored the program. Student willingness to spend time after school to attend the sessions and the existence of a waiting list of students wishing to participate are indications of the program's value.

Dissemination

No written materials are available describing the program. The counselor is willing to have interested persons visit the school and talk with him or any of the participating teachers about their experiences in this activity.

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Program Area: Guidance Articulation

Classification: Meeting individual needs (2.0)
District or county: Ramona City Unified School District, P.O. Box 338, Ramona, CA 92065
Program site: Ramona Intermediate School
Funding source: ESEA, Title III funds
Population served: Students in grades six through eight
Contact person: James H. Schultz (Ph. 714-789-2441)
Address of contact person: See above.

Description

The purpose of this project is to prevent, remediate, or ameliorate certain behaviors found common to potential dropouts among the target population of students in grades six, seven, and eight in the Ramona Intermediate School. This

project is to be accomplished through an innovative guidance program over a three-year period. Major activities will include (1) individual and group counseling; (2) conferences with students and teachers; (3) scheduled bimonthly meetings with teachers of target students; and (4) parent-teacher-student communication through interpersonal relations-oriented meetings.

Needs Assessment

A high percent of students (25 percent) dropped out of school before graduation. Guidance services were inadequate to meet the need.

Goals and Objectives

The major objective of this project is to provide guidance services to students selected as potential dropouts, and, consequently, to bring about desirable changes in their behaviors. The desired result is that they will remain in school. Improvement is hoped for in (1) school attitude and interest; (2) parent interest in school; and (3) adjustment and self-concept.

Strategies

In an attempt to effect better communication, direct involvement of parents in the inservice training program was sought; more frequent exchanges between teachers of target students and the counselor were scheduled; and more teacher-parent conferences were encouraged.

Evaluation

An evaluation design including pretesting and post-testing of students, teachers, and parents and the recording of attendance patterns of target students has been worked out as a means of measuring progress.

Dissemination

Inquiries should be addressed to the contact person named above.

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Program Area: Career Development

Classification: Planning for the future (2.3); assessing needs (1.1); stating goals and objectives (1.2)
District or county: San Bernardino City Unified School District, 899 F St., San Bernardino, CA 92410
Program site: Senior high schools
Funding source: School district
Population served: Approximately 7,600 high school students
Contact person: Ralph O'Brien (Ph. 714-885-4431)
Address of contact person: See above.

Description

A career development program for all high school students was inaugurated and staffed by the director of pupil personnel services and the head counselors of the four high schools in the district. All counselors participated in the operation. A plan for career development including occupational goal, education in high school and beyond, parental communication, and sources of occupational information is made for each student. Specific knowledge and skills required of the counselors are defined in connection with the program's goals.

Needs Assessment

Student and community surveys, a follow-up study, and counselor reaction were used to assess the needs for such a program.

Goals and Objectives

Objectives are stated in measurable student performance outcomes and are related to the assessed needs.

Strategies

A career development approach was taken after discussion of possible ways (within the current budget and counselor-student ratio) to strengthen the counselor role in meeting student needs. A trial program was first conducted with 10 percent of the counselors during one semester. Community groups, parents, and others were kept informed. Documents were prepared for student and counselor use in the activities involved.

Evaluation

An evaluation design is operational, including the use of a student survey and a review of the career development forms.

Dissemination

Such a program could be readily duplicated elsewhere with available school and community resources. Cost of replication of this program is estimated at $250. Outside visitation, consultation, and materials are available upon request.

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Program Area: Value Clarification

Classification: Understanding self (2.2); preventing drug and alcohol abuse (3.1); assessing needs (1.1)
District or county: San Diego City Unified School District, 4100 Normal St., San Diego, CA 92103
Program site: Districtwide
Funding source: School district
Population served: Students in kindergarten and grades one through six
Contact person: David Mittleholtz (Ph. 714-298-4681, Ext. 475)
Address of contact person: See above.

Description

A program in kindergarten and grades one through six has been developed having three major components: drug abuse, mental and emotional health, and attitude development. All K-6 schools participate in the "Inside/Out" (Educational Communication Services, Channel 15) television series of 30 programs, 15 minutes each, designed to help students come to grips with mental-emotional health issues most relevant to children in grades four through six. Some of the schools also use Palomares human development materials; others use the Simons Value Clarification materials to assist students in achieving mental-emotional health objectives.

Needs Assessment

A student survey and a community survey revealed problems related to the above three components.

Goals and Objectives

Objectives of the human development program are stated in measurable student performance outcomes, but the other components are not.

Strategies

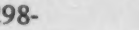
Staff members (33) attended a workshop given by the State Department of Education on "Elementary Team Leadership in Values Attitudes and Decision Making." An action-planning session was then held, district counselors were involved, and a local workshop was planned. Team leaders were designated. Their ability is the key to the initial success of the program.

Evaluation

An evaluation design is being developed. Increased teacher participation is one evidence of success.

Dissemination

The program could be readily duplicated. The cost of the San Diego program is estimated from $9 to $20 per classroom plus the cost of inservice training. Visitation, consultation, and materials are available to interested persons.



Program Area: Career and College Information

Classification: Planning for the future (2.3); assessing needs (1.1)
District or county: San Francisco Unified School District, 135 Van Ness Ave., San Francisco, CA 94102
Program site: Senior high schools
Funding source: School district and private funds
Population served: All students in grades ten through twelve
Contact person: James Gordon (Ph. 415-863-4607)
Address of contact person: See above.

Description

This program provides information on careers and colleges to high school students through the use of volunteers. A credentialed counselor coordinates the program for the district and is assisted by two paraprofessionals, each of whom works in four high schools. A team leader selected from the volunteers is placed in each school and works 10-15 hours a week. Volunteers work one-half day a week for a year. A training session lasting two and one-half days is provided for volunteers.

Needs Assessment

A study survey in Lowell High School conducted by a Coro Foundation intern revealed a need for such a program.

Goals and Objectives

The goal is to provide information to students as indicated, but measurable objectives have not been developed.

Strategies

A private foundation initiated the program in one school, and the district put it into operation in

the other schools. The recruiting of enough reliable volunteers is a problem to be faced.

Evaluation

No formal evaluation design exists, but an informal evaluation in the form of a questionnaire sent to more than 2,000 students elicited positive conclusions on the success of the program.

Dissemination

This program is highly visible in the total education program. With adequate support and direct assistance from the community, it could be duplicated elsewhere. Outside visitation and materials are available to interested persons.

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Program Area: Inservice Education

Classification: Meeting individual needs (2.0)
District or county: San Juan Unified School District
Program site: White House Counseling Center, 3738 Walnut Ave., Carmichael, CA 95608
Funding source: School district
Population served: Personnel in grades seven and eight; parents
Contact persons: Robert E. Sellers, Marvin Buller (Ph. 916-484-2221)
Address of contact persons: See above.

Description

This program is designed to train 42 teacher-counselors holding partial-fulfillment credentials to counsel 8,000 students in 11 intermediate schools and consult with their parents as needed. The teacher-counselors provide inservice training in turn to teachers in their schools once a week after school for one to two hours. Emphasis is placed on the counseling function; i.e., facilitating personal growth and encouraging positive behavioral change in students rather than on such guidance functions as scheduling, coordinating social functions and students, and so forth.

Needs Assessment

A survey of teachers as to the adequacy of psychological services revealed a need for individual and family counseling. In addition, the counseling center had a waiting list of students desiring counseling.

Goals and Objectives

A goals statement based on a teacher-counselor model and including an evaluation design was drawn up and presented to the school board.

Strategies

Principals of the eleven schools gave impetus to the program, and board approval to go ahead was secured. Careful selection of teacher-counselors on the basis of testing and interviewing was carried out and refined as the program continued. A local branch of a university was brought into partnership in the training program so that academic credits could be earned.

Evaluation

A formal evaluation plan is operational. Evidence of success has been gathered, such as improvement of grades of students with low achievement and reduction of disruptive behavior among problem students.

Dissemination

The program is suitable for duplication. Administrators must give support to the counseling model, and a cooperative institution of higher education must be available. Printed materials are available, and visitors are welcome.

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Program Area: Career Information Center

Classification: Planning for the future (2.3); assessing needs (1.1)
District or county: Santa Barbara City High School District, 720 Santa Barbara St., Santa Barbara, CA 93101
Program site: LaCumbre Junior High School
Funding source: Vocational Education Act (VEA) funds
Population served: 1,200 junior high school students
Contact person: Don Jacobson (Ph. 805-687-0761)
Address of contact person: 2255 Modoc Road, Santa Barbara, CA 93101

Description

The focus of the career exploration program is on career development for all junior high school students. A counselor and a counselor aide work with individual pupils, small groups of pupils,

classes, and teachers to attain this goal. The counselor assists teachers to introduce career education concepts into regular class activities. He also coordinates career resource speakers, study trips, and extended on-the-job observations by pupils. Ninth grade pupils develop a "career profile," including stated and measured interests, abilities, and tentative career choice.

Needs Assessment

A student survey, a community survey, a follow-up study, and an accreditation report yielded data on the need for such a program.

Goals and Objectives

Objectives are stated in measurable student performance outcomes and are related to assessed needs.

Strategies

Administrative support of the proposed program and teacher involvement in the planning were secured. A steering committee was formed; goals and objectives were developed; and staff, facilities, and materials were procured.

Evaluation

An evaluation design is operational. Evidence of success is found in the results of national and local tests, increased staff involvement, better student attendance, and increased student use of the services offered.

Dissemination

The program can readily be duplicated in other locations. The staff is willing to arrange for visitations and consultation. Materials may be purchased at cost.

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Program Area: Behavior Modification

Classification: Meeting individual needs (2.0)
District or county: Sweetwater Union High School District
Program site: Montgomery Junior High School, 1051 Picador Blvd., San Diego, CA 92154
Funding source: School district
Population served: 500 students in grade nine
Contact person: Russ Vance (Ph. 714-423-7633)
Address of contact person: See above.

Description

An incentive program was designed in the fall of 1973 to reward students by giving them points for appropriate behavior inside and outside the classroom. A student aide was selected in each class to record points. Students can earn points, for example, by getting to class on time and by bringing necessary materials to class. Points are never deducted.

Needs Assessment

The need for some such program was expressed by teachers reporting student defiance, poor attendance, and so forth.

Goals and Objectives

Objectives are stated in measurable student performance outcomes.

Strategies

A faculty planning committee of six members was appointed to study behavior problems among students in grade nine. Behavior modification was selected from among possible strategies. The committee met with grade nine teachers to discuss the proposal. The students involved were first told about the program in a general orientation session.

Evaluation

An evaluation design is in operation only informally. School district psychologists report fewer referrals for discipline. Better communications exist among grade nine teachers as a result of the program.

Dissemination

The program could be duplicated elsewhere at a moderate cost ($250–$500) through the use of existing staff and student aides. Materials could be shared with interested educators.

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Program Area: Career Guidance Practice

Classification: Planning for the future (2.3); assessing needs (1.1)
District or county: Sweetwater Union High School District, 1130 Fifth Ave., Chula Vista, CA 92011
Program site: Chula Vista Senior High School
Funding source: Vocational Educational Act funds (Regional Occupational Program)

Population served: All students in grades seven through twelve and adults
Contact person: J. W. Goodard (Ph. 714-422-0171)
Address of contact person: See above.

Description

The career center operates from 7:30 a.m. to 9:30 p.m. to provide career information, testing, job placement, and coordination with the work experience program; and to promote community relations and recruit and place students in Regional Occupational Program classes. Career learning activity packages (LAPs) are used in English classes. All materials are available in English and in Spanish. A paraprofessional and a secretary working in the program are bilingual.

Needs Assessment

Student community surveys, an accreditation report, and a follow-up study of the Regional Occupational Program and vocational education were sources of data on needs.

Goals and Objectives

Objectives of the career planning units are stated in measurable student performance outcomes and are related to the needs assessment.

Strategies

The project was begun with the formation of the career center. Publicity created parental interest. The involvement of teachers and counselors was deemed important, as was the involvement of service organizations and community agencies.

Evaluation

Informal evaluation shows progress in terms of number of persons served and enrollments in Regional Occupational Program classes.

Dissemination

This program could be duplicated elsewhere. The cost here is $37,500 for salaries, delivery system, and materials. (Physical facilities are not included in the cost.) Visitation, consultation, and materials are available to interested persons.

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Program Area: Elementary Counseling Career Education

Classification: Planning for the future (2.3); assessing needs (1.1)
District or county: Tuolumne County Superintendent of Schools, Office of the, P.O. Box 85, Standard, CA 95373
Program site: Two elementary schools
Funding source: ESEA, Title III
Population served: Pupils in two schools in kindergarten and grades one through eight
Contact person: Lawrence Vescera (Ph. 209-532-7461)
Address of contact person: See above.

Description

This program consists of nine units corresponding to kindergarten and grades one through eight. It was developed as a working model in two small elementary districts over a three-year period. This program is meant to serve as a starting point for a career education curriculum and to introduce elements of career education into the existing school curricula.

Each unit manual contains (1) a goal statement; (2) a measurable unit objective; (3) an outline for five audiovisually supported presentations; (4) procedural instructions; (5) examples of audiovisual materials; (6) a pretest and post-test example; and (7) three classroom lesson plans for follow-up classroom activities.

Needs Assessment

A survey of graduates of Sonora High School showed that only 17 percent were employed in the county. A survey of students in grades seven and eight in three elementary schools revealed that the students had little or no knowledge of career information but had a great deal of interest in it. Consultations with county officials revealed high incidence of juvenile crime, especially drug abuse; high unemployment; and a large number of welfare recipients.

Goals and Objectives

Measurable objectives were developed along with appropriate activities and evaluation methods in the application process.

Strategies

A measure of community understanding and interest was gained during the carrying out of the needs assessment, interviews, opinion surveys, and so forth. A series of workshops for teachers was held to provide them information about the program. Reports of the children's progress were sent to parents as the project continued.

Evaluation

An evaluation plan was formulated for determining how well the activities were carried on as well as the degree to which objectives were achieved. Pretesting and post-testing of experimental and control groups were done.

Dissemination

Interested persons may get further information from the contact person named above.

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3.0 Promising Practices and Programs for Meeting Societal/Community Needs
- **3.1 Preventing Drug and Alcohol Abuse**
- **3.2 Resolving Campus Conflicts**
- **3.3 Preventing the Spread of Venereal Disease**
- **3.4 Preventing Discriminatory Practices**

Program Area: Prevention of Campus Conflict

Classification: Preventing campus conflicts (3.2)
District or county: Los Angeles Unified School District
Program site: Mann Junior High School, 7001 St. Andrews Pl., Los Angeles, CA 90047
Funding source: School district
Population served: All students in grades seven through nine
Contact person: William Williams, Principal (Ph. 213-778-4942)
Address of contact person: See above.

Description

This schoolwide program was organized to combat campus conflict. The primary approach has been through the establishment of a National Guard cadet unit. The unit captain is a well-known, well-liked teacher in the school. The effort has been successful in involving male students holding negative attitudes toward school in leadership roles in the unit. Girls are members of a drill team, and both girls and boys play in a band. The development of these activities brought changes in the curriculum and produced positive changes in teacher attitude toward the students and the school.

Needs Assessment

Brainstorming with the staff, students, and members of the community was effective in establishing needs.

Goals and Objectives

The goal of the program is the reduction of violence and improvement of learning. No performance objectives have been developed.

Strategies

A committee composed of students, staff, and parents was formed to advise administrators and help communicate the plan of operation and win community support. Staff responsibilities were assigned, and the help of outside agencies was sought (e.g., police department, PTA).

Evaluation

Evaluation has taken place mostly in the classrooms. Violence was virtually eliminated. Student-teacher relationships were improved, and teachers have volunteered to tutor students after school.

Dissemination

This program is highly visible in the total education program and could be duplicated readily elsewhere. Visitation by interested educators would be welcomed.

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Program area: Prevention of Drug Abuse

Classification: Preventing drug and alcohol abuse (3.1); assessing needs (1.1)
District or county: Salinas Union High School District
Program site: Sunrise House, 310 Capitol St., Salinas, CA 93901
Funding source: Multifunding
Population served: Students in grades seven through twelve and some nonstudents
Contact person: Elgic Balligio (Ph. 408-758-3302)
Address of contact person: See above.

Description

This program is conducted to abate the use of harmful drugs and other harmful substances by young people through education and counseling and/or the direct assistance of community health agencies. Sunrise House, an off-campus center, serves as an organization and a place where young persons and members of their families may seek comprehensive services regarding drug abuse or other personal problems. The center has a paid staff of eight persons and eight volunteers. Its budget in 1972-73 was approximately $80,000; of

that amount, $30,000 was provided from Short-Doyle funds. The remainder came from the Salinas Union High School District and nearby school districts; the city of Salinas (which administers the financial affairs of the program); and other contributors. Problems not involving drugs are handled more frequently now than was true formerly.

Needs Assessment

A countywide survey of drug abuse problems was conducted by the Monterey County Mental Health Department.

Goals and Objectives

The purpose of the program is to reduce drug use and alleviate human relations problems in the schools that may lead to drug problems.

Strategies

The Salinas City Manager served as a catalyst in bringing the community agencies together to deal with a mutual serious problem. A board of directors was chosen in 1968-69, and a group powers agreement was signed. A highly qualified director was secured. In staffing, ex-users of drugs were found to be unsatisfactory. Persons of different backgrounds (not solely academic) provided the best staff. Court procedures were found not to be best way to handle drug problems. The 24-hour open center was abandoned, but a 24-hour telephone service and night time counseling are available. Staff members now provide inservice training in other agencies.

Evaluation

An evaluation program is in operation. Evidence of success includes a decrease in the number of drug referrals; a decrease in the number of young persons hospitalized; desirable changes in other community agencies dealing with youth; and so on.

Dissemination

The program could be duplicated elsewhere. The center staff would welcome inquiries and provide consultation and materials.

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Program Area: Alternative School (Free-Learning Atmosphere)

Classification: Meeting societal/community needs (3.0); relating to others (2.1); understanding self (2.2)

District or county: Santa Maria Joint Union High School District

Program site: Delta High School, 251 E. Clark, Santa Maria, CA 93454

Funding source: State equalization aid

Population served: 4,500 school students

Contact person: James Piatt, Principal (Ph. 805-937-6356)

Address of contact person: See above.

Description

An alternative approach to educating "divergent" youth was developed. It was based on a therapeutic model with emphasis on (1) milieu therapy, where the psychological setting is of primary importance; (2) responsibility therapy, which is a modification of Glasser's reality therapy; and (3) the Rogerian or interpersonal relationship approach. All staff members are involved, including secretaries, reading aides, and others. Group processes are predominantly used, and a team approach and open communication between students and staff are stressed. A two-week orientation program is held for all new students to establish their roles within the school prior to the identification of student goals. Personal problems are dealt with before academic studies are begun.

Needs Assessment

A student survey, a community survey, an accreditation report, and a follow-up study were used to determine needs.

Goals and Objectives

Student performance outcomes have been stated but are very difficult to measure in this program where the basic goal is self-concept and self-awareness.

Strategies

After the needs were assessed, a model of the program was developed and implemented (after the careful selection of staff who were suited to this type of approach). Because of pressures on the staff, there is constant need for the training and retraining of personnel to handle alienated youth. Staff accepts the fact that some students cannot handle stress. Achievement contracts are arranged for some students.

Evaluation

An evaluation design is in operation. Evaluation data include marked improvement in student

behavior, including regular attendance; an almost twofold increase in the number of units previously earned by students in regular school; and achievement of grade point averages higher than those of regular students.

Dissemination

The program might be duplicated elsewhere provided adequate inservice training and consultation services are available. The cost of the program ($300 per student per year) is less than that for the regular high school. Outside visitations and the provision of consultation and materials can be arranged with the school if costs are reimbursed.

◆◆◆

Program Area: Study-Work Program

Classification: Meeting societal/community needs (3.0); preventing discriminatory practices (3.4); assessing needs (1.1)
District or county: Santa Paula Union High School District, 404 N. Sixth St., Santa Paula, CA 93060
Program site: High school
Funding source: ESEA, Title III
Population served: Approximately 150 young persons
Contact person: Leila Glover (Ph. 805-525-4406)
Address of contact person: See above.

Description

Funded as a creative study-work program in the field of education, Project Ayuda concentrates upon local alienated high school youth, the causes of their alienation, and the development of some practical remedial/preventive counseling strategies for these young persons. The target population comprises 150 students in grades nine through twelve. Approximately 115 counseling strategies in 16 general categories have so far been devised and evaluated as successful. Special codes regarding the causes of alienation have also been developed and utilized in the areas of nonattendance, poor grades, and low motivation. When 75 percent of the project participants show evidence of alienation reduction by 25 percent, Project Ayuda will have attained its primary objective.

Needs Assessment

A study of data, dropouts, counselors' reports, grade records, and attendance records and conferences with students, faculty, advisory committees, and community groups revealed the needs addressed in this project.

Goals and Objectives

A specific listing of measurable objectives was developed with the application and refined after the completion of the first phase. Activities were keyed to objectives and to particular needs of individual students.

Strategies

The project counselor and secretary are both bilingual. The project counselor frequently consults with teachers, members of the community, groups, and out-of-district personnel as to how the project might be strengthened.

Evaluation

The plan of evaluation included field-testing a basic counseling model and designing the final model (selecting the most effective techniques). Subsequent evaluations showed significant decreases in problems exhibited by students involved (e.g., whole-day absences); and corresponding increases in positive behaviors (e.g., improved course grades).

Dissemination

Interested persons may apply to the contact person named above for further information.

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Appendix A
Forms Used in the Identification of Promising Practices and Programs

California State Department of Education

Pupil Personnel Services

Nomination for a Promising Practice or Program in a Pupil Personnel Services Program

_____ _____

Name of school district nominated | County

_____ _____

Name of contact person | Telephone number

_____

Name of person making nomination

1. To what critical pupil personnel service need does the program address itself?

2. Describe briefly the promising practice or program. Outline activities and stress the uniqueness and strengths of the program.

3. Identify what you consider to be the most successful element(s) of the program.

4. List any available documentation and/or materials that have been developed.

California State Department of Education

Pupil Personnel Services

Criteria for the Identification of Promising Practices in Pupil Personnel Services Programs

1. Is the program designed to meet one or more of the most critical needs in pupil personnel services?

2. What is unique about the program? Why should it be considered an example of a promising practice in pupil personnel services?

3. Is the program observable? Does it have a clearly defined pattern of activities?

4. To what extent has the total school been involved in the program?

5. Is the program economically feasible and efficient? Can it be self-supporting?

6. How readily can the program and its products be duplicated in a new location?

7. Can the program or elements of the program be transported in part and/or in phases?

8. Has an effective dissemination process been developed for communicating and demonstrating the program?

9. Evaluation:
   a. Is the evaluation design creditable and well-managed?
   b. Has the evaluation produced valid data that document the achievement of the program objectives?
   c. Can desirable changes in student and/or teacher performance be observed and documented?

California State Department of Education
Pupil Personnel Services

	Recommended
	Not recommended
	Hold for further review

Practice	
Program	

Validation Form for On-Site Visitation of a Promising Practice or Program

Program classification: Date _____

_____ Funding source: _____

Nominated by: _____

District or county: _____ Address: _____

Program site: _____

Address: _____

Name of contact person: _____ Phone: _____

Population served: _____

Observed by: _____

_____

Project staff (circle the name of the person with primary project leadership responsibility):

Name	Title

Description of the Promising Practice or Program

A. Objectives (state briefly):

B. Major strategies or activities:

Promising Practice or Program
Validation Checklist

Needs Assessment

Were needs assessment strategies established? Yes☐ No☐

1. Identify types of needs assessment used:
   a. Student survey _____
   b. Community survey _____
   c. Accreditation report _____
   d. Follow-up study _____
   e. Other _____

2. To what extent were staff and outside agencies involved? Comments:

Program Development

1. Are objectives stated in measurable student performance outcomes? Comments: Yes☐ No☐

2. Do objectives relate to the needs assessment? Comments: Yes☐ No☐

3. Do the activities relate to the objectives? Comments: Yes☐ No☐

4. Is the total staff involved in the program? Comments: Yes☐ No☐

5. Is differentiated staffing utilized? Comments: Yes☐ No☐

6. To what extent are outside agencies involved? Comments: Yes☐ No☐

7. Is the proposed practice or program economically feasible? Yes☐ No☐
   a. Total cost _____ $_____
   b. Cost per pupil _____ _____
   c. Developmental cost _____ _____
   d. Implementation cost _____ _____
   e. Estimated cost of replication _____ _____

   Comments:

8. Problems and pitfalls:

9. Have modifications occurred? Yes☐ No☐
   If yes, what direction are you taking now?

Evaluation

1. Does an evaluation design exist? Yes☐ No☐
   Is it operational? Yes☐ No☐
   a. Formal evaluation (documented)
   b. Informal evaluation (documented)

   Comments:

2. Is there current evidence of success? Comments (attach documentation): Yes☐ No☐

3. Is the feedback system from the program staff to other school personnel effective? Comments: Yes☐ No☐

Dissemination

1. Is the practice or program discernible within the total educational program? Comments: Yes ☐ No ☐

2. Can the practice or program be readily duplicated in a new location? Comments: Yes ☐ No ☐

3. Are products available? Yes ☐ No ☐

   Will products be developed? (List or attach if available.) Comments: Yes ☐ No ☐

4. Are you willing to participate in dissemination? If yes, indicate how: Yes ☐ No ☐
   a. Making outside visitation _____
   b. Providing consultation _____
   c. Providing materials _____
   d. Other _____

   Comments:

What recommendations do you have for those wishing to adopt/adapt this program or practice? Comments:

Appendix B
Priority Counseling Survey

Survey by Region

Region One: North Coast
- Del Norte County
- Humboldt County
- Trinity County
- Mendocino County

Region Two: Redwood Empire
- Siskiyou County
- Modoc County
- Shasta County
- Lassen County
- Tehama County
- Plumas County
- Glenn County
- Butte County
- Lake County
- Colusa County
- Sutter County
- Yuba County
- Sierra County

Region Three: Bay Area
- Sonoma County
- Napa County
- Marin County
- Solano County
- Contra Costa County
- Alameda County
- San Francisco County
- San Mateo County
- Santa Clara County
- Santa Cruz County

Region Four: Sacramento Area
- San Joaquin County
- Nevada County
- Placer County
- Sacramento County
- El Dorado County
- Amador County
- Alpine County
- Calaveras County
- Yolo County
- Stanislaus County
- Tuolumne County

Region Five: Central Valley
- Merced County
- Mariposa County
- Mono County
- Madera County
- Fresno County
- Kings County
- Tulare County
- Inyo County
- Kern County

Region Six: Central Coast
- San Luis Obispo County
- Santa Barbara County
- Ventura County
- San Benito County
- Monterey County

Region Seven: Los Angeles
- Los Angeles County

Region Eight: Orange
- Orange County

Region Nine: Inland Empire
- Riverside County
- San Bernardino County

Region Ten: South
- San Diego County
- Imperial County

Summary of Survey Results

The major charge to the Guidance and Counseling Task Force was to develop a plan for improving guidance services in California schools. The primary objective of the student needs assessment was to obtain student input into the development of this plan, particularly as priorities were set.

The Priority Counseling Survey was the instrument selected to survey the student population.[1] One hundred thousand copies of the survey were distributed throughout California to students in grades six, eight, ten, twelve, and fourteen and to persons enrolled in adult schools. Ninety thousand (90,000) survey forms were distributed to students in grades six, eight, ten, and twelve—29.98 percent of the students enrolled in those grades. Five thousand (5,000) forms were distributed to students in grades thirteen and

[1]Thomas W. Smith and Clarence D. Johnson, *The Priority Counseling Survey*. Los Angeles: Educators Assistance Institute, 1972.

fourteen, and five thousand (5,000) were also distributed to persons enrolled in adult schools. Of the 100,000 survey forms distributed, 55,285 were returned.

The number of survey forms distributed and the number and percent of forms returned are presented as follows by grade level:

Grade	Number distributed	Number returned	Percent returned
6	22,500	10,130	45.02
8	22,500	13,263	58.95
10	22,500	13,810	61.38
12	22,500	12,146	53.98
13-14	5,000	2,971	59.42
Adult	5,000	2,965	59.30

Findings of *The Priority Counseling Survey*

In this section are discussed the findings of *The Priority Counseling Survey*, grades ten and twelve being employed as the focal point. These two grades represent 25,956 students or 47 percent of the total population of respondents. Unless otherwise indicated, the findings for students in grades ten and twelve are generally the same as for those in grade eight and in community colleges and adult schools. Where findings differ significantly at these levels, special mention is made.

The Priority Counseling Survey is divided into three major sections:

1. Educational-vocational items
2. Personal-social items
3. Career choices

Educational-Vocational Items

The findings under educational-vocational items are the following:

1. Approximately 80 percent of the students indicated a need for help in planning their educational program in the areas of career possibilities of elective courses, graduation requirements, and course prerequisites.
2. Fifty-three percent of the students indicated that their strongest aptitudes were in the areas of (a) ability to work well with other people; (b) ability to use their hands and bodies well; and (c) ability to work well with machines or tools.
3. Students in grade six were more uncertain about their strongest aptitude than were those in other groups; almost 20 percent were unsure of what they did best. Solving arithmetic problems and doing art work were selected as activities in which students felt that they did their best work. Fourteen percent of the students chose arithmetic as their best subject; however, 24 percent indicated that they needed help most in arithmetic. A large number of students felt a need to improve in the delivery of oral reports. (Evidence exists of an upward trend from uncertainty to certainty in students being aware of their own aptitudes as the students advance in school.)
4. A general dissatisfaction with grades in comparison with perceived ability was expressed by almost 60 percent of students in grades ten and twelve.
5. Interest in school subjects was reported as follows:

Rank order	Grade six	Grade eight	Grades ten and twelve	Community college and adult school
1	Physical education	Physical education	Business education	Business education
2	Mathematics	Industrial education	Physical education	Industrial education
3	Shop	Music/Fine arts	Industrial education	Social science
	Cooking/Sewing			

6. Although a majority of students in grades ten and twelve knew what their present course of study was, 18 percent were unsure.

7. Thirty percent of the students in grades ten and twelve and 17 percent of the students in a community college or adult school were not sure that their present course of study was what they wanted.
8. One-third of the students indicated no need for assistance in completing their course of study, and two-thirds indicated a need for some type of assistance.
9. Twenty-five percent of the students in grades ten and twelve and 23 percent of the students in grade eight felt that their course of study was not consistent with their interests or abilities.
10. Only 16 percent of the students in grades ten and twelve indicated that they had no definite plans for the future. Eighty percent did report having a plan; of these, 53 percent planned to go on to a community college or a four-year college or university.
11. Uncertainty was evident among students at the community college level. Twenty-three percent of this group indicated uncertainty regarding future plans.
12. Two-thirds of the students reported a need for help with educational planning. One-third felt that their educational plans were clear and that they needed no further assistance.
13. The parents of two-thirds of the students in grades ten and twelve and one-half of the parents of the students in grade eight agreed with the educational plans of their children.
14. One-fourth of the students in grades ten and twelve and over one-third of the students in grade eight were uncertain whether their parents agreed with their educational plans.
15. Students at all levels expressed a need for help with career planning: 59 percent in grade eight, 63 percent in grades ten and twelve, and 56 percent in the community college and adult school group.
16. The degree of student and parent agreement regarding career plans was quite similar to the finding on educational plans; however, the degree of uncertainty as to whether parents agreed with the career plans was greater than it was with educational plans.
17. Students in grade eight reported that they needed the most help with high school course selection. Tenth and twelfth grade students indicated most help was needed with college plans. Respondents in the community college and adult school group generally indicated no need for help at this time; however, many did indicate a need for help with career plans and decisions. Only 5 percent of the persons in all groups indicated a need for help with personal problems.
18. Students generally indicated a greater need for various types of help in career planning than in educational planning. All groups needed the most help with training requirements.
19. Interest and self-perceived aptitude were in agreement at the grade eight level. There was disagreement among those in grades ten and twelve; they indicated a strong aptitude in mechanical ability but little interest in mechanical work. In other areas, however, they were consistent.
20. One of the most significant items in the entire study centers on the desire by all respondents to seek jobs in which they could help other people. The consistent second choice in grades eight, ten, and twelve and at the community college and adult school level were jobs in which students could express their feelings, ideas, talents, or skills. Pupils in grade six selected as their second choice jobs in which they could earn money. Pay as a factor determining choice decreased with age. Money was listed as a factor in job selection by 14 percent of those in grade six; 13 percent of those in grade eight; 11 percent of those in grades ten and twelve; and 7 percent of those at the community college and adult school level.
21. The first choice for students in grade eight, in grades ten and twelve, and in the community college and adult school group was professional and technical occupations. Approximately one-third of the members of these groups selected this category as the one containing jobs for which they had the necessary ability and in which they would have a good chance for success after graduation.
22. One-third of the students in grades ten and twelve felt that they were not making progress toward their career goals. This finding was consistent with the item which indicated that they needed help in planning their careers. Seventeen percent of the persons in the community college and adult school group indicated no progress toward career goals, and 16 percent indicated no definite career goal.
23. Pupils in grade six reported such additional items as the following:
    a. Pupils reported needing the most help in doing arithmetic problems in order to improve their work. Many were uncertain about where they needed help.
    b. Their favorite hobby was reported as playing and/or watching sports. Second choice was raising pets.
    c. Parents were selected by the pupils as the ones best suited to inform the pupils of their abilities. Teachers or counselors were selected second. Hobbies and other things they liked to do were selected by the pupils as the best means of discovering more about their interests; parents were selected second.

d. Leisure-time activity most liked was being with friends; second, playing and/or watching sports; and third, making things.
e. Pupils expressed an interest in knowing how they compared with others their age in getting along with others and doing things they liked. They also wanted to know what would help them get better grades in school, earn money, and choose a career wisely.
f. Parents were selected as the ones best suited to help the pupils learn more about themselves; friends were next, and teachers were third.
g. Learning what education is required for certain jobs was selected as the item most needed in career planning.
h. Parents were again the first choice in finding out about a future career or a specific job.
i. Pupils expressed an interest in gaining assistance in learning how to study better and to earn satisfactory grades.

Personal-Social Items

The findings under personal-social items are the following:

1. Students in grades six and eight felt that their school could be most improved by an increase in the number of persons able to assist them with serious personal problems. Students in grades ten and twelve and in the community college and adult school group felt that most improvement was needed in the area of improving communication with school administrators.
2. Students were fairly consistent at all grade levels, expressing a need for career planning and career information as well as information about colleges.
3. Pupils in grade six who had a problem in school got the most help first from a teacher, then from another student; students in grades eight and ten and twelve, from another student, from someone other than a school staff member, and from a teacher; and students in the community college and adult group, from a teacher and from another student. It would appear from these responses that students do not view counselors as persons who should help them with personal problems.
4. Students at all grade levels felt that pupil personnel specialists could be of more help if they knew more about how students think and behave. Need for career information remains high.
5. A very large number of students usually got thy most help with personal problems from other students; many, however, reported receiving help through individual counseling. (It is important to note that over 40 percent of students at all levels answered "other" or did not respond, perhaps indicating that help with personal problems comes from parents or teachers. They also rejected counselors as a choice.)
6. As to where the greatest need in guidance and counseling services lies, the most consistent response was that students who need help in schoolwork and those who have serious personal problems are in most need of help.
7. The survey item on achievement of goals in life if the school offered certain services elicited a response that approximately 75 percent of the students wanted career guidance; however, over one-fourth wanted other help or did not respond.
8. A very low percent of students at all grade levels indicated a desire to participate in planning what is taught. Most wanted the schools to prepare them for a job or the next educational level.
9. Many students at all grade levels felt they could be helpful in assisting students with personal problems. Students in grades eight and ten and twelve felt they could be of help in making school personnel more aware of student problems.
10. Over 50 percent of the students felt that guidance services provided were fair to good. About 10 percent felt they were poor. More students in grade six and in the community college and adult school group viewed services as excellent than did those in grades eight and ten and twelve.

Summary of Choices for Career Clusters and Occupations, Grades Six Through Twelve: First Choice

RANK ORDER	CAREER CLUSTER	GRADE 6	N=4399		GRADE 8	N=6118		GRADE 10	N=5125		GRADE 12	N=4233	
		OCCUPATIONAL CHOICE	N	%	OCCUPATIONAL CHOICE	N	%	OCCUPATIONAL CHOICE	N	%	OCCUPATIONAL CHOICE	N	%
1	PUBLIC SERVICE	1. Lawyer	255	5.80	1. Lawyer	370	6.05	1. Policemen	283	5.52	1. Lawyer	280	6.61
		2. Policemen	247	5.61	2. Policemen	328	5.36	2. Lawyer	275	5.37	2. Policemen	222	5.24
		3. Animal Keeper	186	4.23	3. Firemen	302	4.94	3. Legal Secretary	217	5.23	3. Firemen	196	4.63
2	HEALTH, FAMILY & PUBLIC WELFARE	1. Surgeon	143	3.25	1. Physician	257	4.20	1. Physician	195	3.80	1. Physician	211	4.98
		2. Physician	132	3.00	2. Registered Nurse	153	2.50	2. Registered Nurse	156	3.04	2. Registered Nurse	141	3.33
		3. Registered Nurse	93	2.11	3. Surgeon	151	2.67	3. Dental Hygienist	149	2.91	3. Dental Hygienist	97	2.29
3	TRANSPORTATION	1. Stewardess-Steward	430	9.77	1. Stewardess-Steward	578	9.45	1. Stewardess-Steward	441	8.60	1. Stewardess-Steward	271	6.40
		2. Airline Pilot	237	5.39	2. Mechanic	389	6.36	2. Mechanic	394	7.69	2. Mechanic	234	5.53
		3. Dispatcher	227	5.16	3. Airline Pilot	316	5.17	3. Airline Pilot	278	5.42	3. Airline Pilot	172	4.06
4	PERSONAL DEVELOPMENT & RECREATION	1. Horse Trainer	233	5.30	1. Horse Trainer	187	3.06	1. Teacher	109	2.13	1. Teacher	82	1.94
		2. Teacher	128	2.91	2. Teacher	178	2.91	2. Coach	90	1.76	2. Social Worker	55	1.30
		3. Nurse	107	2.43	3. Coach	137	2.24	3. Horse Trainer	88	1.72	3. Coach	39	.92
5	EDUCATION, TRAINING & RESEARCH	1. Teacher	389	8.84	1. Teacher	438	7.16	1. Teacher	354	6.91	1. Teacher	354	8.36
		2. Secretary	93	2.11	2. Secretary	158	2.58	2. Secretary	141	2.75	2. Secretary	82	1.94
		3. Nurse	77	1.75	3. Nurse	60	.98	3. Mathematician	31	.60	3. Mathematician	42	.99
6	CREATIVE ARTS	1. Artist	153	3.48	1. Artist	168	2.75	1. Artist	139	2.71	1. Musician	113	2.67
		2. Teacher	74	1.68	2. Musician	136	2.22	2. Musician	120	2.34	2. Artist	104	2.46
		3. Actor	118	2.68	3. Actor	122	1.99	3. Photographer	60	1.17	3. Actor	49	1.16
7	RESOURCES - CONTROL & CONSERVATION	1. Animal Keeper	144	3.27	1. Animal Scientist	135	2.21	1. Animal Scientist	99	1.93	1. Forester	93	2.20
		2. Animal Scientist	107	2.43	2. Animal Keeper	119	1.95	2. Forester	77	1.50	2. Animal Scientist	64	1.51
		3. Fish & Game Warden	66	1.50	3. Park Ranger	89	1.45	3. Fish & Game Warden	77	1.50	3. Fish & Game Warden	58	1.37
8	CONSTRUCTION	1. Architect	93	2.11	1. Architect	199	3.25	1. Architect	159	3.10	1. Architect	106	2.50
		2. Secretary	70	1.59	2. Secretary	153	2.50	2. Secretary	119	2.32	2. Mechanical Engineer	99	2.34
		3. Carpenter	62	1.41	3. Mechanical Engineer	121	1.98	3. Mechanical Engineer	86	1.68	3. Carpenter	55	1.30
9	COMMUNICATION & MEDIA	1. Actor	112	2.55	1. Actor	125	2.04	1. Photographer	62	1.21	1. Writer	53	1.25
		2. Radio Announcer	43	.98	2. Truck Driver	65	1.08	2. Writer	52	1.01	2. Journalist	45	1.06
		3. Photographer	40	.91	3. Writer	60	.98	3. Radio Announcer/ Elect. Rep.	44	.86	3. Photographer	39	.92
10	COMMERCE & TRADE	1. Cashier	49	1.11	1. Advertising Layout Artist	70	1.14	1. Clerk-Typist	117	2.28	1. Accountant	163	3.85
		2. Ad. Layout Artist	42	.95	2. Clerk-Typist	45	.74	2. Ad. Layout Artist	89	1.74	2. Ad. Layout Artist	134	3.17
		3. Bank Teller	26	.59	3. Cashier	41	.67	3. Accountant	68	1.33	3. Clerk-Typist	128	3.02
11	NATURAL RESOURCES/PRODUCTION	1. Park Ranger	66	1.50	1. Park Ranger	110	1.80	1. Forester	169	3.30	1. Forester	102	2.41
		2. Diver	46	1.05	2. Forester	105	1.72	2. Park Ranger	116	2.26	2. Marine Biologist	80	1.89
		3. Fishermen	35	.80	3. Marine Biologist	75	1.23	3. Marine Biologist	71	1.39	3. Park Ranger	66	1.56
12	MANUFACTURING	1. Electronic Assembler	28	.64	1. Mechanical Engineer	93	1.52	1. Mechanical Engineer	81	1.58	1. Sewing Machine Opr.	83	1.96
		2. Chemist	25	.57	2. Industrial Engineer	46	.75	2. Loader	66	1.29	2. Mechanical Engineer	76	1.80
		3. Loader	23	.52	3. Welder	38	.62	3. Machinist	53	1.03	3. Industrial Engineer	45	1.06

Summary of Choices for Career Clusters and Occupations, Grades Six Through Twelve: Second Choice

RANK ORDER	CAREER CLUSTER	GRADE 6	N=3938		GRADE 8	N=5031		GRADE 10	N=4202		GRADE 12	N=3464	
		OCCUPATIONAL CHOICE	N	%	OCCUPATIONAL CHOICE	N	%	OCCUPATIONAL CHOICE	N	%	OCCUPATIONAL CHOICE	N	%
1	PUBLIC SERVICE	1. Policeman 2. Animal Keeper 3. Lawyer	238 190 166	6.04 4.82 4.22	1. Lawyer 2. Policeman 3. Fireman	246 205 149	4.89 4.07 2.96	1. Policeman 2. Social Worker 3. Fireman	185 161 160	4.40 3.83 3.81	1. Social Worker 2. Fireman 3. Policeman	185 144 142	5.34 4.16 4.10
2	PERSONAL DEVELOPMENT & RECREATION	1. Horse Trainer 2. Teacher 3. Coach	208 109 89	5.28 2.77 2.26	1. Horse Trainer 2. Teacher 3. Coach	205 126 119	4.07 2.50 2.37	1. Coach 2. Horse Trainer 3. Teacher	102 87 79	2.43 2.07 1.88	1. Recreation Director 2. Social Worker 3. Teacher	58 54 51	1.67 1.56 1.47
3	TRANSPORTATION	1. Stewardess-Steward 2. Airline Pilot 3. Mechanic	310 213 130	7.87 5.41 3.30	1. Stewardess-Steward 2. Airline Pilot 3. Mechanic	396 278 235	7.87 5.53 4.67	1. Stewardess-Steward 2. Mechanic 3. Airline Pilot	392 232 208	9.33 5.52 4.95	1. Stewardess-Steward 2. Mechanic 3. Airline Pilot	265 150 127	7.65 4.33 3.67
4	HEALTH, FAMILY & PUBLIC WELFARE	1. Physician 2. Registered Nurse 3. Surgeon	81 69 66	2.06 1.75 1.68	1. Physician 2. Surgeon 3. Registered Nurse	141 110 107	2.80 2.19 2.13	1. Social Worker 2. Dental Hygienist 3. Physician	125 96 91	2.97 2.28 2.17	1. Social Worker 2. Physician 3. Dental Hygienist	112 92 72	3.23 2.65 2.08
5	EDUCATION, TRAINING & RESEARCH	1. Teacher 2. Secretary 3. Nurse	263 76 74	6.68 1.93 1.88	1. Teacher 2. Secretary 3. Nurse	300 129 58	5.96 2.56 1.15	1. Teacher 2. Secretary 3. Receptionist	182 109 55	4.33 2.59 1.31	1. Teacher 2. Secretary 3. Receptionist	203 60 47	5.86 1.73 1.36
6	CREATIVE ARTS	1. Artist 2. Actor 3. Teacher	152 118 84	3.86 3.00 2.13	1. Artist 2. Actor 3. Musician	130 106 98	2.58 2.11 1.77	1. Artist 2. Musician 3. Photographer	100 97 76	2.38 2.31 1.81	1. Musician 2. Artist 3. Photographer	87 85 70	2.51 2.45 2.02
7	RESOURCES-CONTROL & CONSERVATION	1. Garbage Collector 2. Fish & Game Warden 3. Animal Scientist	204 94 79	5.18 2.39 2.01	1. Fish & Game Warden 2. Animal Keeper 3. Park Ranger	161 160 152	3.20 3.18 3.02	1. Fish & Game Warden 2. Forester 3. Animal Keeper	156 118 113	3.71 2.81 2.69	1. Fish & Game Warden 2. Forester 3. Park Ranger	93 89 89	2.68 2.57 2.57
8	NATURAL RESOURCES/PRODUCTION	1. Park Ranger 2. Marine Biologist 3. Diver	103 59 55	2.62 1.50 1.40	1. Park Ranger 2. Forester 3. Diver	195 97 79	3.88 1.93 1.57	1. Park Ranger 2. Forester 3. Marine Biologist	179 148 75	4.26 3.52 1.78	1. Forester 2. Park Ranger 3. Marine Biologist	112 109 69	3.23 3.15 1.99
9	COMMERCE & TRADE	1. Cashier 2. Security Guard 3. Ad. Layout Artist	62 46 44	1.57 1.17 1.12	1. Clerk-Typist 2. Cashier 3. Ad. Layout Artist	66 64 63	1.31 1.27 1.25	1. Clerk-Typist 2. Ad. Layout Artist 3. Accountant	126 76 66	3.00 1.81 1.57	1. Clerk-Typist 2. Ad. Layout Artist 3. Accountant	136 99 91	3.93 2.86 2.63
10	CONSTRUCTION	1. Architect 2. Secretary 3. Carpenter	74 63 57	1.88 1.60 1.45	1. Architect 2. Secretary 3. Carpenter	234 112 95	4.65 2.23 1.89	1. Secretary 2. Architect 3. Architectual Draftsman	94 81 75	2.24 1.93 1.78	1. Architect 2. Mechanical Engineer 3. Secretary	62 56 48	1.79 1.62 1.39
	COMMUNICATION & MEDIA	1. News Commentator 2. Writer 3. Radio Announcer	98 43 42	2.49 1.09 1.07	1. Photographer 2. Actor 3. Writer	84 84 76	1.67 1.67 1.51	1. Photographer 2. Writer 3. Actor	63 60 40	1.50 1.43 .95	1. Writer 2. Photographer 3. Receptionist	75 59 52	2.16 1.70 1.50
12	MANUFACTURING	1. Chemist 2. Loader 3. Mechanical Engineer	31 25 24	.79 .63 .61	1. Welder 2. Mechanical Engineer 3. Sewing Machine Opr.	64 60 47	1.27 1.19 .93	1. Welder 2. Mechanical Engineer 3. Machinist	69 65 61	1.64 1.55 1.45	1. Sewing Machine Opr. 2. Mechanical Engineer 3. Welder	118 61 42	3.41 1.76 1.21

Appendix C
California State Survey of Pupil Personnel Services Programs

California State Department of Education
Guidance and Counseling Task Force

The attached questionnaire is to be used as a part of a needs assessment by the Guidance and Counseling Task Force in an attempt to assess the status of pupil personnel services in California schools at the present time; to determine where changes are needed; and to identify areas of greatest priority. The term pupil personnel services in this questionnaire is to be thought of as any service offered to students by counselors, school psychologists, school social workers, or others in related positions.

When answering these questions, you will need to answer from your own frame of reference and your own situation. However, please consider statewide needs to the extent possible from your knowledge and experience. Your thoughtful consideration of these issues will help the Task Force identify the greatest needs and, hopefully, to plan ways of meeting these needs.

Thank you for your interest and assistance!

Card No (1) cc 1

Control No _____ cc 2–5

Personal Data

Information requested is strictly confidential. School codes have been requested to allow for follow-up if necessary and to allow for the matching of school staffs. Please complete the following:

Using the *California Public School Directory*, identify your school district number and school number.

For example: Alameda City Unified School District (61119)
Chipman Elementary School (6000004)

District code _____ cc 6–10 School _____ cc 11–17 Sex _____ cc 18 (M-F)

Age: Indicate by writing an "X" in the space provided.

Below 30 ☐ cc 19 30-39 ☐ cc 20 40-49 ☐ cc 21 50-59 ☐ cc 22 60+ ☐ cc 23

Exact position title (write in): _____

Of the following positions, indicate the one which describes you best, using one number only from zero to nine (0-9). Thus, "0" indicates supervisor of child welfare and attendance and "9" indicates community representative.

Supervisor of child welfare and attendance	☐
Counselor	☐
Psychologist	☐
Teacher	☐
Administrator	☐
Psychometrist	☐
School social worker	☐
Paraprofessional	☐
Parent	☐
Community representative	☐

cc 24

Educators only: Indicate with numbers from one to five (1-5) your present level of responsibility, 1 being intermediate, 5 being adult:

Intermediate (elementary school, junior high school)	
Elementary school through high school	
High school	
Community college	
Adult school	

cc 25

Is the guidance program in your school or school district designed primarily for (select one item by writing an X):

All children ☐ cc 26 Children with special needs ☐ cc 26 Other ☐ cc 26

Do you feel that the guidance program should be designed primarily for (select one item by writing an X).

All children ☐ cc 27 Children with special needs ☐ cc 27 Other ☐ cc 27

General Directions for Questions or Statements 1–12.

Use the letter "S" to indicate satisfactory (no change needed) or the letter "U" to indicate unsatisfactory (change needed). Place the letter in the box provided on the left of the question or statement, and rank the items listed in the box on the right of the question or statement (1 being highest):

Section I: Pupil Personnel Services in General

Satisfactory (no change needed) (S)	or	Unsatisfactory (change needed) (U)	Indicate the urgency of change needed by rank order, 1–8 (1 being highest):
cc 28 ☐		Counselor-student ratio	cc 29 ☐
cc 30 ☐		Support from the school administration	cc 31 ☐
cc 32 ☐		Support from the community and the school board	cc 33 ☐
cc 34 ☐		Financial support	cc 35 ☐
cc 36 ☐		Adequacy of staff training	cc 37 ☐
cc 38 ☐		Proper utilization of staff	cc 39 ☐
cc 40 ☐		Attitudes of the pupil personnel services staff toward students	cc 41 ☐
cc 42 ☐		Utilization of staff by teachers	cc 43 ☐

Section II: Services Offered to Students

cc 44 ☐	Services related to career information and choice	cc 45 ☐
cc 46 ☐	Services related to training after high school	cc 47 ☐
cc 48 ☐	Services related to personal problems	cc 49 ☐
cc 50 ☐	Services related to attitude development	cc 51 ☐
cc 52 ☐	Services related to assessment of learning problems	cc 53 ☐
cc 54 ☐	Services related to remediation of learning problems	cc 55 ☐

Other (specify): _____

Comments: _____

Section III: Approaches to Working with Students

Satisfactory (no change needed) (S)	or	Unsatisfactory (change needed) (U)	Indicate the urgency of change needed by rank order, 1–8 (1 being highest):
cc 56 ☐		Individual assessment and diagnosis	cc 57 ☐
cc 58 ☐		Individual counseling with students	cc 59 ☐
cc 60 ☐		Casework with students with special needs	cc 61 ☐
cc 62 ☐		Group counseling	cc 63 ☐
cc 64 ☐		Parent counseling	cc 65 ☐
cc 66 ☐		Structured guidance classes	cc 67 ☐
cc 68 ☐		Specialized treatment centers	cc 69 ☐
cc 70 ☐		Consultation with teachers	cc 71 ☐

Other (specify): _____

Comments: _____

Section IV: Specialized Pupil Personnel Services

cc 72 ☐	Counseling and guidance services for minority students	cc 73 ☐
cc 74 ☐	Counseling and guidance services for disadvantaged students	cc 75 ☐
cc 76 ☐	Counseling and guidance services for special education students	cc 77 ☐
cc 78 ☐	Pupil personnel services for alienated youth (e.g., students with drug problems, potential dropouts, and so forth)	cc 79 ☐

Other (specify): _____

Comments: _____

Card No. (2)
cc 1

Control No. _____
cc 2-5

Section V: Career Guidance

cc 6 ☐	A planned developmental program for career guidance	cc 7 ☐
cc 8 ☐	A career guidance information center	cc 9 ☐
cc 10 ☐	Provision for student experiences in career planning and decision making	cc 11 ☐
cc 12 ☐	Provision for student experiences in career exploration, including work experiences	cc 13 ☐
cc 14 ☐	Provision for student determination of the value and availability of leisure time in career selection	cc 15 ☐
cc 16 ☐	Provision for students to examine life-styles and values relating to career development	cc 17 ☐
cc 18 ☐	A program for student job placement	cc 19 ☐

Other (specify): _____

Comments: _____

Section VI: Curriculum and Related Areas

	Satisfactory (no change needed) (S)	or	Unsatisfactory (change needed) (U)	Indicate the urgency of change needed by rank order, 1–6 (1 being highest):
cc 20	☐		Services for the diagnosis of learning	cc 21 ☐
cc 22	☐		Involvement of the pupil personnel services department with curriculum development and improvement	cc 23 ☐
cc 24	☐		Involvement of teachers and pupil personnel workers in curriculum development and improvement	cc 25 ☐
cc 26	☐		Involvement of administrators and pupil personnel workers in curriculum development and improvement	cc 27 ☐
cc 28	☐		Provisions in curriculum for the teaching of decision-making skills to students	cc 29 ☐
cc 30	☐		Provisions in the curriculum for teaching problem-solving skills to students	cc 31 ☐

Other (specify): _____

Comments: _____

Section VII: Paraprofessionals

cc 32	☐		Adequate program utilizing paraprofessionals in pupil personnel services	cc 33 ☐
cc 34	☐		Group guidance	cc 35 ☐
cc 36	☐		Information dissemination	cc 37 ☐
cc 38	☐		Classroom intervention	cc 39 ☐
cc 40	☐		Career guidance activities	cc 41 ☐
cc 42	☐		Direct counseling with students	cc 43 ☐
cc 44	☐		Liaison between community and schools	cc 45 ☐
cc 46	☐		Parent contact	cc 47 ☐

Other (specify): _____

Comments: _____

Section VIII: Adequacy of Preservice Staff Training

cc 48	☐		Counselor training programs	cc 49 ☐
cc 50	☐		School psychology training programs	cc 51 ☐
cc 52	☐		School social work training programs	cc 53 ☐
cc 54	☐		Child welfare and attendance training programs	cc 55 ☐

Other (specify): _____

Comments: _____

Section IX: Areas of Preservice Training

	Satisfactory (no change needed) (S) or Unsatisfactory (change needed) (U)		Indicate the urgency of change needed by rank order, 1–8 (1 being highest):
cc 56		Pupil personnel theory and procedures	cc 57
cc 58		Individual counseling techniques	cc 59
cc 60		Group techniques	cc 61
cc 62		Assessment theory and techniques	cc 63
cc 64		Career guidance and counseling techniques	cc 65
cc 66		Educational planning techniques	cc 67
cc 68		Dynamics of individual behavior	cc 69
cc 70		Research methodology	cc 71

Other (specify): _____

Comments: _____

Section X: Inservice Training

cc 72	Inservice training by school districts and offices of county superintendents of schools	cc 73
cc 74	Inservice training by private agencies	cc 75
cc 76	Inservice training by Department of Education staff	cc 77
cc 78	Inservice training programs offered by colleges and universities in California	cc 79

Other (specify): _____

Comments: _____

Card No. (3)
cc 1

Control No. _____
cc 2-5

Section XI: Areas of Inservice Training Needs (projected to five years)

cc 6	Career guidance and counseling techniques	cc 7
cc 8	Educational planning techniques	cc 9
cc 10	Accountability and evaluation	cc 11
cc 12	Counseling with minorities and special groups	cc 13
cc 14	Use of paraprofessionals	cc 15
cc 16	Utilization of cross-age and peer groups approaches	cc 17
cc 18	New theories and techniques	cc 19
cc 20	Agent of change role	cc 21

Other (specify): _____

Comments: _____

Section XII: Research and Evaluation

cc 22 ☐	Organized program for the evaluation of pupil personnel services	cc 23 ☐	
cc 24 ☐	Student participation in the evaluation of pupil personnel services	cc 25 ☐	
cc 26 ☐	Teacher participation in the evaluation of pupil personnel services	cc 27 ☐	
cc 28 ☐	Administrator participation in the evaluation of pupil personnel services	cc 29 ☐	
cc 30 ☐	Parent and community worker participation in the evaluation of pupil personnel services	cc 31 ☐	
cc 32 ☐	Clearly stated goals and behavioral objectives for pupil personnel services	cc 33 ☐	
cc 34 ☐	Definitive statement of the role and function of pupil personnel services	cc 35 ☐	

Other (specify): _____

Comments: _____

Appendix D
Results of the California State Survey of Pupil Personnel Services Programs: Statistical Summary

	Satisfactory (No change needed)		Unsatisfactory (Change needed)	
	Number	Percent	Number	Percent
Section I: Pupil Personnel Services in General				
1. Counselor-student ratio*	225	18.47	855	70.19
2. Support from the school administration	692	56.81	368	30.21
3. Support from the community and the school board	508	41.70	539	44.25
4. Financial support	268	22.00	793	65.10
5. Adequacy of staff training	644	52.87	406	33.33
6. Proper utilization of staff	474	38.91	577	47.37
7. Attitudes of the pupil personnel staff toward students**	817	67.07	230	18.88
8. Utilization of staff by teachers	502	41.21	546	44.82
Section II: Services Offered to Students				
9. Services related to career information and choice	406	33.33	644	52.87
10. Services related to training after high school	402	33.00	611	50.16
11. Services related to personal problems**	456	37.43	602	49.42
12. Services related to attitude development	357	29.31	686	56.32
13. Services related to assessment of learning problems	410	33.66	647	53.11
14. Services related to remediation of learning problems*	352	28.89	698	57.30
Section III: Approaches to Working with Students				
15. Individual assessment and diagnosis	495	40.64	546	44.82
16. Individual counseling with students	501	41.13	547	44.90
17. Casework with students with special needs	443	36.37	576	47.29
18. Group counseling	356	29.22	667	54.76
19. Parent counseling	353	28.98	673	55.25
20. Structured guidance classes	349	28.65	626	51.39
21. Specialized treatment centers*	306	25.12	688	56.48
22. Consultation with teachers**	504	41.37	521	42.77
Section IV: Specialized Pupil Personnel Services				
23. Counseling and guidance services for minority pupils	497	40.80	505	41.46
24. Counseling and guidance services for disadvantaged pupils	457	37.52	555	45.56
25. Counseling and guidance services for special education pupils**	580	47.61	446	36.61

*Indicates highest urgency of change needed.
**Indicates lowest urgency of change needed.

	Satisfactory (No change needed)		Unsatisfactory (Change needed)	
	Number	Percent	Number	Percent
26. Pupil personnel services for alienated youth (e.g., pupils with drug problems, potential dropouts)*	231	18.96	782	64.20
Section V: Career Guidance				
27. Planned developmental program for career guidance	299	24.54	711	58.37
28. Career guidance information center**	410	33.66	577	47.37
29. Provision for student experiences in career planning and decision making	282	23.15	714	58.62
30. Provision for student experiences in career exploration (including work experiences)	404	33.16	584	47.94
31. Provision for student determination of the value and availability of leisure time in career selection	251	20.60	717	58.86
32. Provision for students to examine life-styles and values relating to career development*	235	19.29	748	61.41
33. Program for student job placement	351	28.81	616	50.57
Section VI: Curriculum and Related Areas				
34. Services for the diagnosis of learning	364	29.88	631	51.80
35. Involvement of pupil personnel services department with curriculum development and improvement	375	30.78	614	50.41
36. Involvement of teachers and pupil personnel workers in curriculum development and improvement	367	30.13	636	52.21
37. Involvement of administrators and pupil personnel workers in curriculum development and improvement**	425	34.89	564	46.30
38. Provisions in curriculum for the teaching of decision-making skills to students*	254	20.85	742	60.91
39. Provisions in curriculum for teaching problem-solving skills to students	272	22.33	712	58.45
Section VII: Paraprofessionals				
40. Adequate program utilizing paraprofessionals in pupil personnel services*	228	18.71	699	57.38
41. Group guidance	269	22.08	600	49.26
42. Information dissemination	332	27.25	563	46.22
43. Classroom intervention	347	28.48	506	41.54
44. Career guidance activities	247	20.27	643	52.79
45. Direct counseling with students**	352	28.89	517	42.44
46. Liaison between community and schools	294	24.13	609	50.00
47. Parent contact	325	26.68	556	45.64
Section VIII: Adequacy of Preservice Staff Training				
48. Counselor training programs*	413	33.90	501	41.13
49. School psychology training programs**	474	38.91	366	30.04

*Indicates highest urgency of change needed.
**Indicates lowest urgency of change needed.

	Satisfactory (No change needed)		Unsatisfactory (Change needed)	
	Number	Percent	Number	Percent
50. School social work training programs	404	33.16	386	31.69
51. Child welfare and attendance training programs	382	31.36	417	34.23
Section IX: Areas of Preservice Training				
52. Pupil personnel theory and procedures**	561	46.05	306	25.12
53. Individual counseling techniques	455	37.35	430	35.30
54. Group techniques*	337	27.66	544	44.66
55. Assessment theory and techniques	420	34.48	438	35.96
56. Career guidance and counseling techniques	342	28.07	539	44.25
57. Educational planning techniques	409	33.57	455	37.35
58. Dynamics of individual behavior	396	32.51	471	38.66
59. Research methodology	478	39.24	354	29.06
Section X: Inservice Training				
60. Inservice training by local districts and county offices*	267	21.92	602	49.42
61. Inservice training by private agencies	247	20.27	571	46.88
62. Inservice training by state staff	269	22.08	564	46.30
63. Inservice training programs offered by state colleges and universities**	299	24.54	505	41.46
Section XI: Areas of Inservice Training Needs				
64. Career guidance and counseling techniques	256	21.01	628	51.55
65. Educational planning techniques**	344	28.24	509	41.78
66. Accountability and evaluation	278	22.82	582	47.78
67. Counseling with minorities and special groups	305	25.04	544	44.66
68. Use of paraprofessionals*	213	17.48	652	53.53
69. Utilization of cross-age and peer groups' approaches	255	20.93	607	49.83
70. New theories and techniques	240	19.70	628	51.55
71. Agent of change role	245	20.11	579	47.53
Section XII: Research and Evaluation				
72. Organized program for the evaluation of pupil personnel services	259	21.26	638	52.38
73. Student participation in the evaluation of pupil personnel services	243	19.95	615	53.44
74. Teacher participation in the evaluation of pupil personnel services	282	23.15	616	50.57
75. Administrator participation in the evaluation of pupil personnel services**	463	38.01	423	34.72
76. Parents and community workers participation in the evaluation of pupil personnel services*	215	17.65	671	55.09
77. Clearly stated goals and behavioral objectives for pupil personnel services	320	26.27	569	46.71
78. Definitive statement of the role and function of pupil personnel services	303	24.87	573	47.04

*Indicates highest urgency of change needed.
**Indicates lowest urgency of change needed.

Appendix E
Summary of Conclusions of the California State Survey of Pupil Personnel Services Programs

The California State Survey of Pupil Personnel Services was developed by the staff of the Guidance and Counseling Task Force. The purpose of the instrument was to survey adults regarding their opinions of pupil personnel services in California schools.

Five hundred and sixty-two of these surveys were completed at regional meetings by pupil personnel specialists, administrators, and teachers. Six hundred and fifty-six were received from adults connected with the schools that administered *The Priority Counseling Survey* and included pupil personnel specialists, administrators, parents, and community representatives.

Respondents were asked to state whether the guidance program in their school or district was designed primarily for all children or only for children with special needs and whether they felt the guidance program should be designed for all children or only for children with special needs. Sixty-two percent of the respondents indicated that the guidance programs in their districts were designed primarily for all children. Only 4 percent indicated that the program was designed only for children with special needs. Seventy-four percent indicated that they felt the guidance program should be designed primarily for all children, and 2 percent felt that the program should be designed for children with special needs.

The results of the several sections of the survey are summarized as follows:

1. The results of Section I of the State Survey indicated a universal agreement that the counselor-student ratio was unsatisfactory. Further, there was complete agreement that financial support for counseling was unsatisfactory. There was also a feeling that pupil personnel services professionals were not being used properly.
2. The results of Section II indicated that pupil personnel services specialists should be more effective in facilitating socially acceptable student attitudes.
3. Data from Section III suggested a need for specialized treatment centers and a substantial need for group and parent counseling.
4. Data from Section IV disclosed that more services were needed for alienated youth.
5. The results of Section V revealed that all categories related to a planned developmental program for career guidance needed substantial improvement. Of the seven categories listed, it was felt that the most compelling attention should be given to clarification of individual relevant personal values and life-styles associated with a career choice.
6. Section VI results indicated that there was a need to make provisions within the curriculum for the teaching of decision-making skills to students.
7. Data from Section VII supported the concept of enhancing the efficiency of pupil personnel services professionals by the use of paraprofessionals. The categories in which paraprofessionals would be most useful and acceptable were career guidance, other groups activities, and community contacts.
8. Section VIII results indicated that improvement was needed in counselor training programs. The degree of dissatisfaction was, however, somewhat less than it was in other areas.
9. Section IX results disclosed that the areas of preservice training most needed were group techniques and career guidance, including related counseling techniques.
10. Section X results revealed that all agencies—local, county, state, college and university—were viewed as deficient in the quality of inservice training programs.
11. Section XI results indicated that the areas of inservice training that needed the most attention were the use of paraprofessionals, new theories and techniques, and techniques of career guidance and counseling.
12. Finally, the data in Section XII disclosed that there was a need to use parents, students, and community workers more in the evaluation of pupil personnel services.

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